DOCUMENT RESUME

ED 283 917 UD 025 603

| | |
|---|---|
| TITLE | District Data Report, Vol VI. (Formerly Data Base). 1986-87. |
| INSTITUTION | Rochester City School District, N.Y. |
| PUB DATE | Dec 86 |
| NOTE | 229p. |
| PUB TYPE | Statistical Data (110) -- Reports - Descriptive (141) |
| EDRS PRICE | MF01/PC10 Plus Postage. |
| DESCRIPTORS | Academic Achievement; *Demography; Educational Finance; Elementary Secondary Education; *Enrollment; Nontraditional Education; *School District Size; Special Education; Student Mobility |
| IDENTIFIERS | *Rochester City School District NY |

ABSTRACT

This report, which consists entirely of statistical data and explanatory notes, is the annual data report for 1986-87 of the Rochester City School District (New York). As stated in the introduction, the report's primary purpose is to provide systematic and reliable information for district assessment, strategic planning, and substantive improvement. The document is organized into 10 major sections: (1) financial analysis (no information provided); (2) city and district demography (ethnic distribution, families and persons below the poverty level, enrollment, student retention, etc.); (3) achievement (results on standardized achievement tests, and on the New York State Pupil Evaluation Program, Preliminary Competency and Regents Competency Tests); (4) attainment (graduation rates, Regents and non-Regents placements, marks, diplomas, and scholarships, and results of tests such as the Scholastic Aptitude tests); (5) attendance (grade, excessive absenteeism, and attendance/achievement relationship); (6) student mobility (rates and open enrollment analysis); (7) suspension (short- and long-term and profiles of both); (8) student loss (extent and characteristics of students lost); (9) special education (enrollments, data from Committee on Special Education--referrals and student placement, handicapping categories, ethnic enrollment); and (10) alternative programs (enrollment, student characteristics, and mobility). To facilitate comparative analysis many of these sections include data from other districts, statewide and national data, and historical data. (KH)

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6-87

# DISTRICT DATA REPORT

(FORMERLY DATA BASE)

# 1986-87

## FINANCIAL ANALYSIS

## CITY AND DISTRICT DEMOGRAPHY

## ACHIEVEMENT

## ATTAINMENT

## ATTENDANCE

## STUDENT MOBILITY

## SUSPENSION

## STUDENT LOSS

## SPECIAL EDUCATION

## ALTERNATIVE PROGRAMS

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ROCHESTER, NEW YORK

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# DISTRICT DATA REPORT, VOL. VI
# (FORMERLY DATA BASE)
# 1986-87

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## ROCHESTER, NEW YORK


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PREPARED BY THE DEPARTMENT OF STUDENT DATA, TESTING, AND RECORDS
IN COORDINATION WITH THE OFFICE OF RESOURCE ALLOCATION AND PLANNING

DECEMBER 1986

## INTRODUCTION

The Rochester City School District's District Data Report, previously know as the Data Base, is an annual publication, currently in its sixth edition. The District Data Report originated in 1981-82 as part of the District's Three-Year Plan. The early editions provided information which supported the need for, or documented the progress of, a number of improvement projects developed and implemented under the leadership of former Superintendent Laval Wilson and then Director of Planning James Farrell. More recently, a more comprehensive rationale for the District Data Report was established by Superintendent of Schools Peter McWalters. Yearly editions are designed to serve two basic and essential purposes: first, to present a core of relevant information about the District, including information on enrollment, achievement and attendance; second, to provide an open forum in which items of interest to the District may be reported and explored. These items may be new initiatives (i.e., areas in need of attention), or problems with established responses that are being monitored.

This volume exemplifies this new concept of the District Data Report. Under the general guidance of the Departments of Student Data, Testing, and Records and of Resource Allocation and Planning, the Project Manager established an advisory committee consisting of top District administrators at the Central Office level and several school principals. Feedback on the District Data Report as well as suggestions for new areas of investigation were obtained both from members of this group and during formal presentations of last school year's edition to various District cabinets and councils. In response to the many suggestions received, a sizable number of new items of information have been added to this school year's edition and are outlined in the List of New or Revised Figures and Tables.

One of the District Data Report's primary purposes is to provide systematic and reliable information for District assessment, strategic planning, and substantive improvement. Every effort has been made to insure as much rigor as possible without sacrificing relevance. Rigor implies that all sources of data are scrutinized as thoroughly as possible for accuracy and are appropriately documented, and that the rationale for inclusion and presentation of all information is sound. Relevance implies both that the information is readily understandable and that it is timely and of immediate importance to the District. Both of these purposes are served by presentation of District information in a comparative framework (for example, comparison with other cities, the state or the nation) or in a historical framework. The District Data Report is not meant to be either a public relations document or an indictment of District problems. Consequently, efforts have been made to present a balanced view of the positive and negative aspects of the District's vital statistics.

The District Data Report reaches a wide audience including the Board of Education, District administrators in Central Office and in the

schools, teachers, parent and citizen advisory boards, and members of the press. The document is made available to the general public through dissemination to community groups and to public libraries. The sources of information for the District Data Report, like its audience, are extensive, including many reports, summaries and computer files from both inside and outside the District.

Key contributors to the production of the District Data Report are listed by name on the title page; however, the line distinguishing between them and the scores of others who have assisted with this project is a thin one and somewhat arbitrary. Thanks are expressed to all who have contributed.

ROGER F. BAGLIN
Project Manager
9 December 1986

LIST OF NEW OR REVISED FIGURES OR TABLES


| | |
|---|---|
| TABLE 86-B-8 | Numbers and percentages of students retained in same grade June to October 1986. |
| TABLE 86-B-9 | Analysis of October 1986 grade enrollments by age ranges. |
| FIGURE 86-C-1 | Dual longitudinal interpretation of standardized achievement test scores across the change of test series, based on equating study from 1985 to 1986. |
| FIGURE 86-C-12 | Analysis of impact on standardized achievement test scores of limited-English-proficiency (LEP) students in spring 1986. |
| FIGURE 86-C-20 | General and sample data from reading item analysis on California Achievement Tests from spring 1986. |
| FIGURE 86-C-21 | General and sample data from mathematics item analysis on California Achievement Tests from spring 1986. |
| FIGURE 86-D-7 | Analysis by ethnic category of Scholastic Aptitude Test (SAT) scores and percentages tested, comparing Rochester and national values, 1985-86. |
| FIGURE 86-D-8 | Analysis of Preliminary Scholastic Aptitude Test (PSAT) scores from 1982 through 1985, comparing Rochester and national values. |
| FIGURE 86-D-10 | Results of a follow-up survey of "destinations" (or academic/employment situations) of June 1985 graduates. |
| TABLE 86-E-5 | Analysis of the relationship between attendance rates and standardized achievement test scores, 1985-86. |
| TABLE 86-F-2 | Analysis of numbers and achievement levels of students in certain open enrollment situations, 1985-86. |
| TABLE 86-I-5 | Analysis by grade of new referrals by the Committee on Special Education, 1985-86. |

TABLE OF CONTENTS


| | | |
|---|---|---|
| INTRODUCTION . . . . . | | |
| SECTION A : | FINANCIAL ANALYSIS. . . . . | 1 |
| SECTION B : | CITY AND DISTRICT DEMOGRAPHY. . . . . | 5 |
| 86-B-1 : | Ethnic Distribution of City Population . . . . . | 8 |
| 86-B-2 : | Ethnic Distribution of City Population Under Age 18 . . . . . | 10 |
| 86-B-3 : | Numbers and Percentages of Families Below Poverty Level City and Non-City Monroe County 1970 Versus 1980 Census Data . . . . . | 12 |
| 86-B-4 : | Numbers and Percentages of Persons Below Poverty Level City and Non-City Monroe County By Ethnic Group 1980 Census Data . . . . . | 14 |
| 86-B-5 : | Numbers and Percentages of Families With Single Parent City and Non-City Monroe County 1970 Versus 1980 Census Data . . . . . | 16 |
| 86-B-6 : | District Enrollment and Ethnic Distribution 1977 through 1986 . . . . . | 18 |
| 86-B-7 : | District Enrollment Graded Students - Regular Schools K-12 by Grade 1976 through 1986 . . . . . | 20 |
| 86-B-8 : | Numbers and Percentages Students Retained in Grade June 1986 to October 1986 . . . . . | 22 |
| 86-B-9 : | Grade by Age Range 1986-87 . . . . . | 24 |
| 86-B-10: | City Resident Students Enrollment Location 1981-82 through 1985-86 . . . . . | 26 |

86-B-11: Enrollment by Grade by Ethnic
October 1986 . . . . . 28

86-B-12: Number and Percentages of Enrollment
In Handicapped Category and Alternative Program
1986-87 . . . . . 30

86-B-13: Estimated Numbers and Percentages
of Students with Special Needs
1982-83 through 1986-87 . . . . . 32

SECTION C : ACHIEVEMENT . . . . . 35

86-C-1 : Central Percentile Values
Spring Standardized Achievement Tests
Reading and Mathematics Combined
Grades 1-12 Combined
1976 through 1986 . . . . . 38

86-C-2 : Central Percentile Values
Spring Standardized Achievement Tests
1985 and 1986
Reading . . . . . 40

86-C-3 : Central Percentile Values
Spring Standardized Achievement Tests
1985 and 1986
Mathematics . . . . . 42

86-C-4 : Central Percentile Values
Spring Standardized Achievement Tests
1985 and 1986 . . . . . 44

86-C-5 : Distribution of Student Scores
Standardized Achievement Tests
Elementary Reading
1977 through 1986 . . . . . 46

86-C-6 : Distribution of Student Scores
Standardized Achievement Tests
Elementary Mathematics
1977 through 1986 . . . . . 48

86-C-7 : Distribution of Student Scores
Standardized Achievement Tests
Secondary Reading
1977 through 1986 . . . . . 50

86-C-8 : Distribution of Student Scores
Standardized Achievement Tests
Secondary Mathematics
1977 through 1986 . . . . . 52

86-C-9 : Kindergarten and Primary Grades
Standardized Achievement Tests
1983-84, 1984-85, 1985-86 . . . . . 54

86-C-10: Achievement of District Stable/Mobile Students
Central Percentile Values
California Achievement Tests
Spring 1986 . . . . . 56

86-C-11: Students Scoring At or Above 88th Percentile
In Both Reading and Mathematics
Standardized Achievement Tests
Spring 1986 . . . . . 58

86-C-12: Achievement Excluding Limited English
Proficiency (LEP) Students
Median Percentile Ranks
Spring 1986 Standardized Achievement Tests . . . . . 60

86-C-13: Central Percentile Values
For District and Major Ethnic Groups
Standardized Achievement Tests
Elementary Reading
1977 through 1986 . . . . . 62

86-C-14: Central Percentile Values
For District and Major Ethnic Groups
Standardized Achievement Tests
Elementary Mathematics
1977 through 1986 . . . . . 64

86-C-15: Central Percentile Values
For District and Major Ethnic Groups
Standardized Achievement Tests
Secondary Reading
1977 through 1986 . . . . . 66

86-C-16: Central Percentile Values
For District and Major Ethnic Groups
Standardized Achievement Tests
Secondary Mathematics
1977 through 1986 . . . . . 68

86-C-17: Central Percentile Values
For District and Major Ethnic Groups
Standardized Achievement Tests
Elementary and Secondary Reading and Mathematics
1977 through 1986 . . . . . 70

86-C-18: Distribution of Student Scores
Major Ethnic Groups
Spring 1986 Standardized Achievement Tests
All Non-Special Education Students
Reading . . . . . 72

86-C-19: Distribution of Student Scores
Major Ethnic Groups
Spring 1986 Standardized Achievement Tests
All Non-Special Education Students
Mathematics . . . . . 74

86-C-20: Subtest and Domain Item Analysis
Spring 1986 California Achievement Tests
Reading . . . . . 76

86-C-21: Subtest and Domain Item Analysis
Spring 1986 California Achievement Tests
Mathematics . . . . . 78

86-C-22: New York State Pupil Evaluation Program (PEP)
Percentages Scoring Above State Reference Point
1973 through 1986
Reading - Grade 3 . . . . . 80

86-C-23: New York State Pupil Evaluation Program (PEP)
Percentages Scoring Above State Reference Point
1973 Through 1986
Mathematics - Grade 3 . . . . . 82

86-C-24: New York State Pupil Evaluation Program (PEP)
Percentages Scoring Above State Reference Point
1983 through 1986
Writing - Grade 5 . . . . . 84

86-C-25: New York State Pupil Evaluation Program (PEP)
Percentages Scoring Above State Reference Point
1973 through 1986
Reading - Grade 6 . . . . . 86

86-C-26: New York State Pupil Evaluation Program (PEP)
Percentages Scoring Above State Reference Point
1973 through 1986
Mathematics - Grade 6 . . . . . 88

86-C-27: New York State Pupil Evaluation Program (PEP)
Percentages Scoring Above State Reference Point
1973 through 1986 . . . . . 90

86-C-28: Preliminary Competency Tests
Percentages Scoring Above State Reference Points
Grade 8
Reading and Writing
October 1980 through October 1985 . . . . . 92

86-C-29 Preliminary Competency Tests
Percentages Scoring Above State Reference Points
Special Education - Any Grade
Reading and Writing
October 1980 through 1985 . . . . . 94

86-C-30: Percentages of Diploma Candidates
Meeting Regents Competency Requirements
For Graduation
1979-80 through 1985-86 . . . . . 96

86-C-31: Regents Competency Tests
January and June Administrations
1986 . . . . . 98

SECTION D : ATTAINMENT. . . . . 101

86-D-1 : Percentages of Students
In Regents and Non-Regents
Ninth-Grade Social Studies Courses
End of First Marking Period (Early November)
1980-81 through 1986-87 . . . . . 104

86-D-2 : Course Enrollments
In Core Academic Subjects
Grades 7-12
1985-86 . . . . . 106

86-D-3 : Report Card Marks and Failing Marks
Numbers and Percentages
Final Marks June 1986 . . . . . 108

86-D-4 : Percentages
Of Diploma Candidates
Graduated
1977-78 through 1985-86 . . . . . 110

86-D-5 : Percentages of Graduates
Receiving Regents and Local Diplomas
And Regents Scholarships
1977-78 through 1985-86 . . . . . 112

86-D-6 : Scholastic Aptitude Test
Rochester/National Comparison
Numbers and Percentages Taking and Mean Scores
1982-83 through 1985-86 . . . . . 114

86-D-7 : Scholastic Aptitude Test
Rochester/National Comparison
Numbers and Percentages Taking and Mean Scores
By Major Ethnic Categories
1985-86 . . . . . 116

86-D-8 : Preliminary Scholastic Aptitude Test
Rochester/National Comparison
Numbers and Percentages Taking and Mean Scores
October 1982 through October 1985 . . . . . 118

86-D-9 : American College Testing Program
Rochester/National Comparison
Numbers and Percentages Taking and Mean Scores
By Major Ethnic Categories
1985-86 . . . . . 120

86-D-10: Graduate Destination Survey Results
Class of June 1985
Winter 1985-86 . . . . . 122

SECTION E : ATTENDANCE . . . . . 125

86-E-1 : Attendance Rates
New York State Big Five Cities
Selected School Years 1971-72 to 1985-86 . . . . . 128

86-E-2 : Attendance Rates
New York State Big Five Cities
By Ranges of Grades
1984-85 . . . . . 130

86-E-3 : Attendance Rates
District
By Ranges of Grades
1979-80 through 1985-86 . . . . . 132

86-E-4 : Excessive Absences
Grades 7, 8, 9 Only
1980-81 through 1985-86 . . . . . 134

86-E-5 : Attendance/Achievement Relationship
School Year Attendance
Spring Standardized Achievement Tests
1985-86 . . . . . 136

SECTION F : STUDENT MOBILITY . . . . . 139

86-F-1 : Student Mobility
1979-80 through 1985-86 . . . . . 142

86-F-2 : Open Enrollment
Funded Project Eligibility
Analysis
1985-86 . . . . . 144

SECTION G : SUSPENSION . . . . . 147

86-G-1 : Suspensions
Short-Term Suspensions, Long-Term Hearings, Total
1978-79 through 1985-86 . . . . . 150

86-G-2 : Short-Term Suspensions
Elementary, Secondary, Total
1978-79 through 1985-86 . . . . . 152

86-G-3 : Short-Term Suspensions
Distribution by Grade
1985-86 . . . . . 154

86-G-4 : Reasons
For Short-Term Suspensions
Elementary and Secondary
1985-86 . . . . . 156

86-G-5 : Long-Term Suspension Hearings
Elementary, Secondary, Total
1978-79 through 1985-86 . . . . . 158

86-G-6 : Long-Term Suspension Hearings
Distribution by Grade
1985-86 . . . . . 160

86-G-7 : Reasons
For Long-Term Suspension Hearings
Elementary and Secondary
1985-86 . . . . . 162

86-G-8 : Short-Term Suspensions and Long-Term
Suspension Hearings
Distributions of Variables
1985-86 . . . . . 164

SECTION H : STUDENT LOSS . . . . . 167

86-H-1 : Status Four School Years Later
Fall 1986
Of Ninth Graders Enrolled
Fall 1982 . . . . . 170

86-H-2 : District Losses
Distribution of Variables
1985-86 . . . . . 172

86-H-3 : District Losses By Grade
As Percentage of Enrollment
1985-86 . . . . . 174

SECTION I : SPECIAL EDUCATION . . . . . 177

86-I-1 : Handicapped Students
Numbers and Percentages of Enrollment
1984-85 and 1985-86 . . . . . 180

86-I-2 : Numbers of Referrals of Students
To Committee on Special Education
By Reason
1979-80 through 1985-86 . . . . . 182

86-I-3 : Numbers of "On-Clock" Referred Students
Placed and Not Placed
In Special Education Programs
By Committee on Special Education
1979-80 through 1985-86 . . . . . 184

86-I-4 : Numbers of Students Placed
Into Special Education Programs
By Committee on Special Education
By Program Placement
1979-80 through 1985-86 . . . . . 186

86-I-5 : New Referrals
Committee on Special Education
By Grade
1985-86 . . . . . 183

86-I-6 : Handicapping Categories
As Percentages of District Enrollment
1981-82 through 1985-86 . . . . . 190

86-I-7 : Handicapped Pupils by Handicapping Conditions
1981-82 through 1985-86 . . . . . 192

86-I-8 : Numbers of Special Education Students Receiving Speech/Language Primary Handicap Compared to Related Services 1980-81 through 1985-86 . . . . . 194

86-I-9 : Ethnic Enrollment In Certain Special Education Programs Compared to District Ethnic Enrollment 1986-87 . . . . . 196

SECTION J : ALTERNATIVE PROGRAMS 199

86-J-1 : Alternative Programs October Enrollment and Ethnicity 1983-84 through 1986-87 . . . . . 202

86-J-2 : Alternative Programs Enrollment and Percentage Handicapped 1986-87 . . . . . 204

86-J-3 : Number of Pupils Processed In Certain Categories By Department of Student Equity and Placement 1982-83 through 1985-86 . . . . . 206

86-J-4 : Alternative Programs Pupil Mobility by Attendance Periods 2-8 1985-86 . . . . . 208

# Financial Analysis

## SECTION A

## FINANCIAL ANALYSIS

No information is being provided in Section A for this edition of the District Data Report. Lack of resources has precluded the inclusion of finance-related material in this and the previous edition. In previous years, financial history, status reports, projections, or statements of per pupil costs have been furnished.

As a minimum, per-pupil cost estimates should be included in this section. However, the procedure used to obtain these costs in the 1983-84 edition does not seem suitable for District planning purposes this year. Rather, a set of per-pupil cost estimates based on actual expenditures would better suit the District at this time. The calculation of such figures is a much more complex and demanding task than that used previously. Such an analysis was planned for the 1986-87 edition of the District Data Report, but it was impossible because of the above-mentioned scarcity of resources. It is still appropriate for inclusion in a future edition. Benefit/cost analysis information is also appropriate for inclusion in future editions of the District Data Report.

# City and District Demography

## SECTION B

## CITY AND DISTRICT DEMOGRAPHY

This section presents information, some in a historical context, on city and county population and District enrollment, according to the following outline:


City Population Trends. . . . . .86-B-1 through 86-B-2

County Demographic Data . . . . . .86-B-3 through 86-B-5

District Enrollment Trends. . . . . .86-B-6 through 86-B-9

Specific Group Enrollments. . . . . .86-B-10 through 86-B-13


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Additional analyses of District demography, including by-school data, are available in the Enrollment Report and the School Profiles (Comprehensive Assessment Report) published annually by the Department of Student Data, Testing, and Records.

TABLE 86-B-1

ETHNIC DISTRIBUTION OF CITY POPULATION

This table, derived from United States census data, shows population residing within Rochester's city limits for the years 1960, 1970 and 1980.

Total city population has declined since 1960, and its ethnic distribution has changed. In 1980, there were 76,870 fewer city residents than in 1960. During the same period, white population in the city decreased by 126,281 persons and nonwhite population increased by 49,411.

## TABLE 86-B-1

## ETHNIC DISTRIBUTION OF CITY POPULATION

| | | 1960 | 1970 | 1980 |
|---|---|---|---|---|
| TOTAL | | 318,611 | 296,233 | 241,741 |
| WHITE | NUMBER | 294,383 | 244,118 | 168,102 |
| | PERCENT | 92.4% | 82.4% | 69.5% |
| NON-WHITE | NUMBER | 24,228 | 52,115 | 73,639 |
| | PERCENT | 7.6% | 17.6% | 30.5% |

Derived from United States census data.

TABLE 86-B-2

ETHNIC DISTRIBUTION OF CITY POPULATION
UNDER AGE 18

These tables provide an ethnic analysis of the city's pre-school and school-age population for the census years 1960, 1970 and 1980.

There has been a decrease during this time in the city's white pre-school population. Between 1970 and 1980, the number of the city's white residents under five years old decreased by 50 percent. In the same decade, there was a slight increase (7.8%) in the city's nonwhite pre-school population.

During this twenty-year period, there was a 58 percent reduction in the city's white school-age population. Over the same period, the city's nonwhite school-age population increased by 271 percent (16,533 persons). In 1980, Rochester's school-age population was comprised of approximately equal proportions of whites and nonwhites.

## TABLE 86-B-2

## ETHNIC DISTRIBUTION OF CITY POPULATION UNDER AGE 18

| | | | 1960* | 1970 | 1980 |
|---|---|---|---|---|---|
| AGE UNDER 5 | TOTAL | | 32,039 | 27,765 | 18,391 |
| | WHITE | NUMBER | 27,400 | 20,045 | 10,062 |
| | | PERCENT | 85.5% | 72.2% | 54.7% |
| | NON WHITE | NUMBER | 4,639 | 7,720 | 8,329 |
| | | PERCENT | 14.5% | 27.8% | 45% |
| AGE 5-17 | TOTAL | | 62,106 | 62,943 | 46,005 |
| | WHITE | NUMBER | 56,011 | 46,152 | 23,377 |
| | | PERCENT | 90.2% | 73.3% | 50.8% |
| | NON WHITE | NUMBER | 6,095 | 16,791 | 22.628 |
| | | PERCENT | 9.8% | 26.7% | 49.2% |

Derived from United States census data.

* The 1960 data was kept differently than the 1970 and 1980 data. By-race values were for age ranges 5-14 and 15-19 in 1960. The 15-19 data was also available by individual ages with all races combined. Tabled values reflect extrapolations from both these sets of data.

FIGURE 86-B-3

NUMBERS AND PERCENTAGES OF FAMILIES
BELOW POVERTY LEVEL
CITY AND NON-CITY MONROE COUNTY
1970 VERSUS 1980 CENSUS DATA

This figure shows numbers and percentages of families in the City of Rochester and in Monroe County excluding Rochester who were below the poverty level according to the 1970 and 1980 United States censuses. Census data from 1970 is compared to that from 1980 for both segments of the population. Data values are estimated from sample data obtained in the censuses.

At the time of the 1970 census, 8.9 percent of city-resident families were below the poverty level. That percentage had risen to 14.5 at the time of the 1980 census. For Monroe County excluding Rochester, the percentage of families below the poverty level changed from 2.3 percent in 1970 to 2.8 percent in 1980. This data indicates a larger increase in the proportion of families below the poverty level in the City of Rochester than elsewhere in Monroe County between 1970 and 1980.

FIGURE 86-B-3

NUMBERS AND PERCENTAGES OF FAMILIES
BELOW POVERTY LEVEL
CITY AND NON-CITY MONROE COUNTY
1970 VERSUS 1980 CENSUS DATA

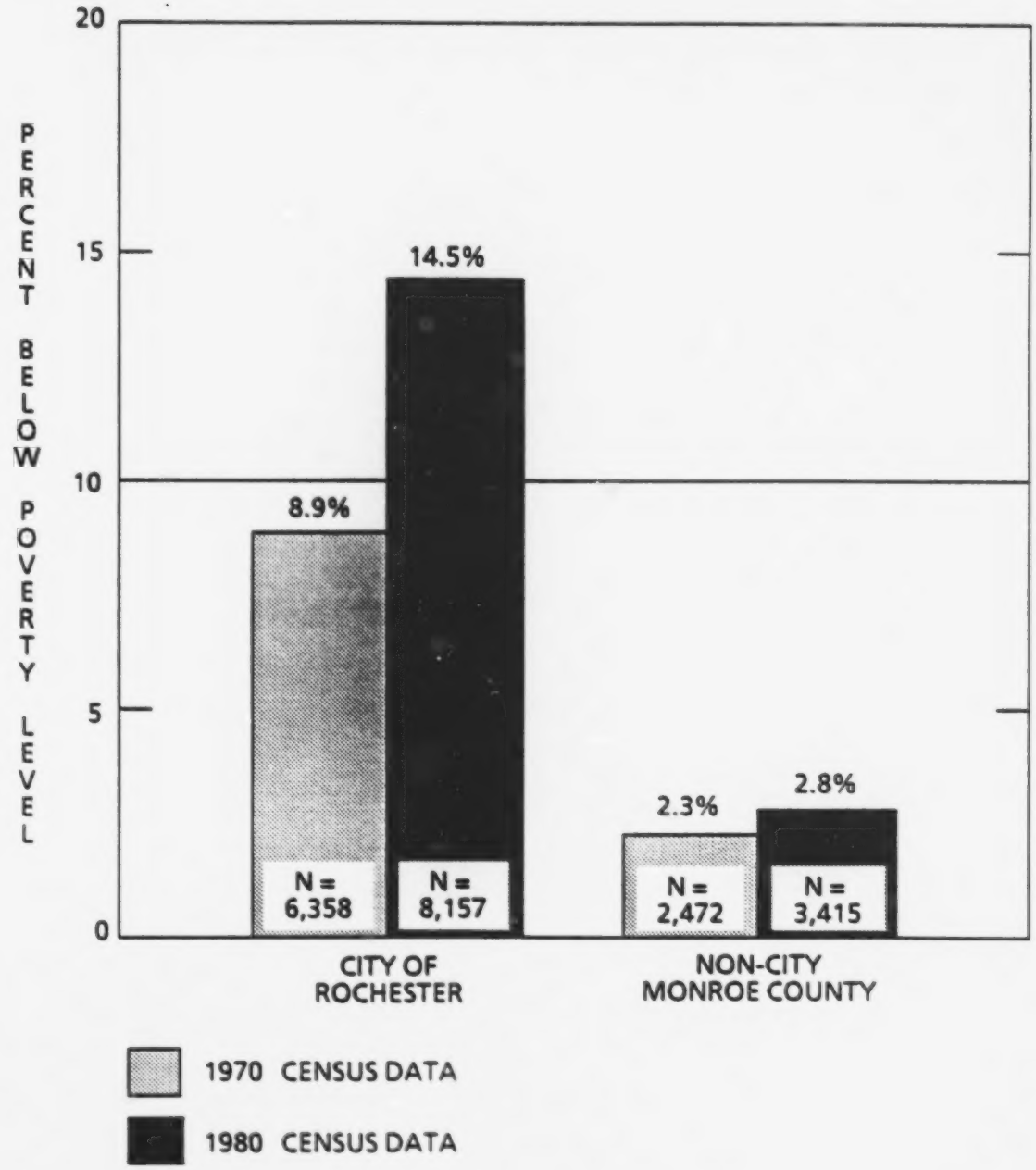


FIGURE 86-B-4

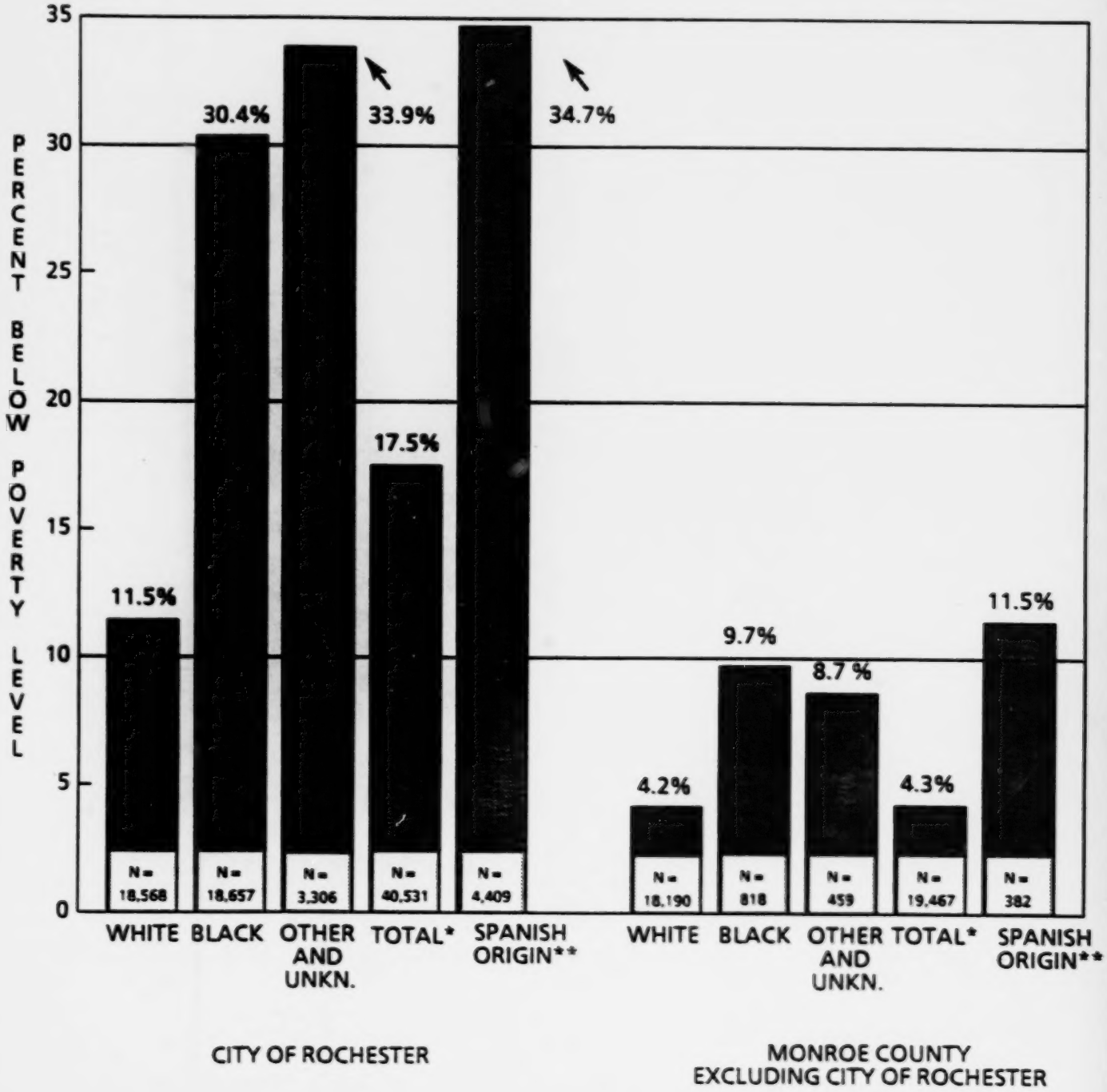
NUMBERS AND PERCENTAGES OF PERSONS
BELOW POVERTY LEVEL
CITY AND NON-CITY MONROE COUNTY
BY ETHNIC GROUP
1980 CENSUS DATA

This figure presents an ethnic analysis of persons below the poverty level according to the 1980 United States census. Persons living in the City of Rochester are compared to those living in Monroe County outside of the city. Percentages for each ethnic group are based upon the total number of persons in that group residing in the city or in Monroe County excluding the city. Spanish origin, which is regarded as an ancestral rather than a racial characteristic, is considered separately and not reflected in the total.

For each ethnic group (White, Black, Spanish Origin, Other/Unknown) and for the total, a higher percentage of city residents than of noncity residents falls below the poverty level. Among city residents, 30.4 percent of Blacks and 34.7 percent of persons of Spanish origin are below the poverty level. Among the total number of persons in Monroe County existing at or below the poverty level, the number of city residents (40,531) exceeds the number of non-city residents (19,467).

**FIGURE 86-B-4**

**NUMBERS AND PERCENTAGES OF PERSONS BELOW POVERTY LEVEL CITY AND NON-CITY MONROE COUNTY BY ETHNIC GROUP 1980 CENSUS DATA**




*"Total" includes "White," "Black," and "Other and Unknown," but not "Spanish Origin"; see following note.

**Dulplicated count: Spanish orgin is considered by the census to be an issue of ancestry rather than of race.

FIGURE 86-B-5

NUMBERS AND PERCENTAGES OF FAMILIES
WITH SINGLE PARENT
CITY AND NON-CITY MONROE COUNTY
1970 VERSUS 1980 CENSUS DATA

This figure shows numbers and percentages of families in the City of Rochester and in Monroe County excluding Rochester who were single-parent families according to the 1970 and 1980 United States censuses. Only families with one or more of their own children under age 18 are considered as part of the base. Census data from 1970 is compared to that from 1980 for both segments of the population. Values are estimated from sample data obtained in the censuses.

At the time of the 1970 census, 19.5 percent of city-resident families were single-parent families. That percentage had risen to 41.4 at the time of the 1980 census. For Monroe County excluding Rochester, the percentage of single-parent families changed from 5.1 percent in 1970 to 13.1 percent in 1980. While the proportion of single-parent families more than doubled in both the city and the county excluding Rochester during this ten-year period, the proportion in the city was at least three times higher than that in the county excluding Rochester in both 1970 and 1980.

FIGURE 86-B-5

NUMBERS AND PERCENTAGES OF FAMILIES
WITH SINGLE PARENT
CITY AND NON-CITY MONROE COUNTY
1970 VERSUS 1980 CENSUS DATA

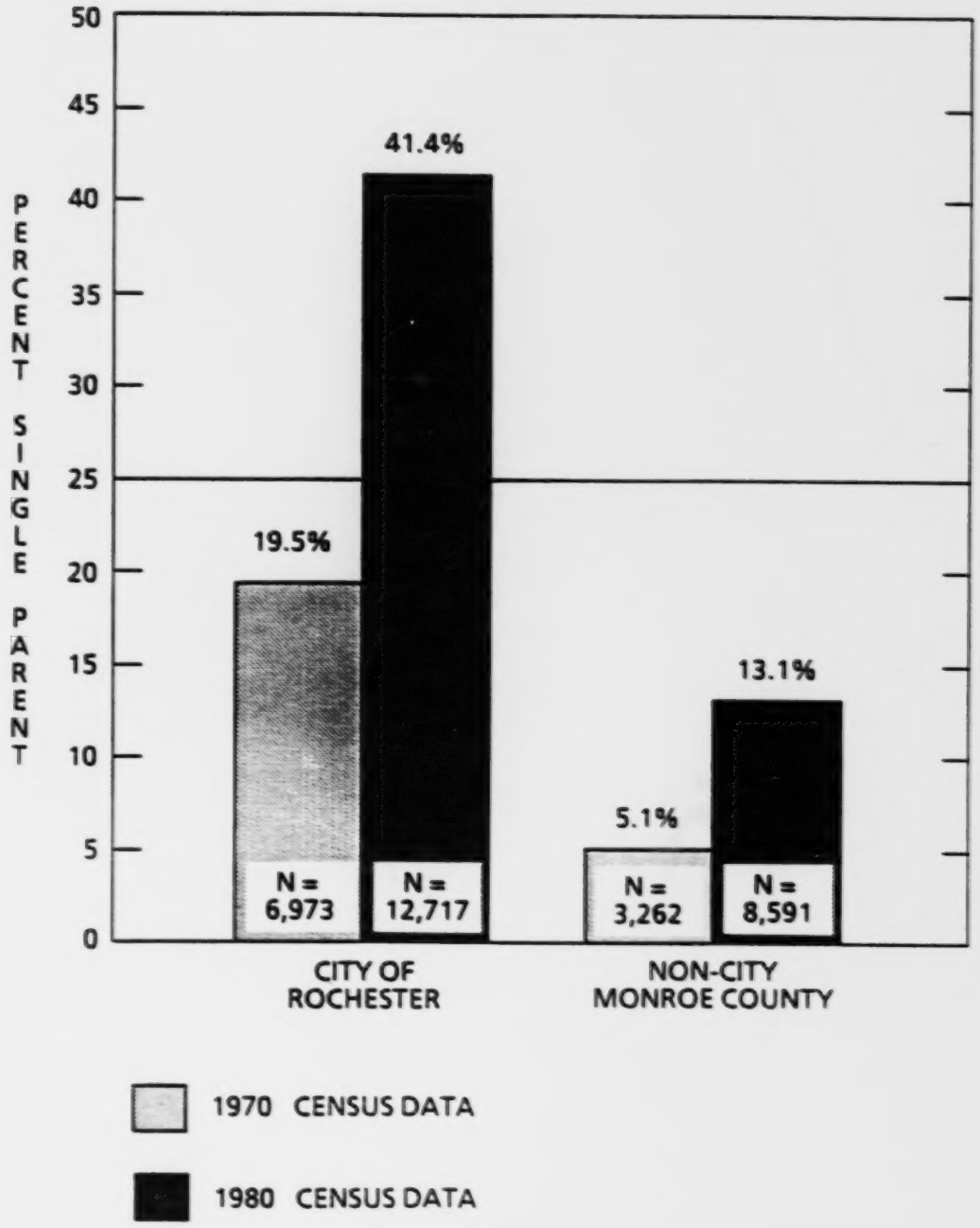


TABLE 86-B-6

DISTRICT ENROLLMENT
AND ETHNIC DISTRIBUTION
1977 THROUGH 1986

This table shows District enrollment from October 1977 through October 1986, with the percentage of change in enrollment computed from October 1975. The table also provides an analysis of Caucasian, Black, and Hispanic enrollments in the District from October 1977 through October 1986. Finally, an analysis of all minority groups combined is included for these years.

From the 1975 baseline figure (42,901), District enrollment declined a total of 24.9 percent. From October 1985 to October 1986, the decline was 0.4 percent.

The number of Caucasian students enrolled in the District decreased from 17,649 to 10,190 during this period. In October 1986, whites represented 31.6 percent of District enrollment.

While the number of Black students decreased from 17,940 to 17,035 during this period, the proportion of District enrollment which Blacks represent increased. In October 1986, Blacks represented 52.9 percent of District enrollment.

The number of Hispanic students enrolled in the District has increased from 3,324 to 4,008 since 1977. Their proportion of District enrollment was 12.4 percent in October 1986.

The number of minority students rose from 21,604 in 1977 to 22,034 in 1986. However, because of declining total enrollment, this represents a 13.4% change in nine years (from 55.0% to 68.4%).

## TABLE 86-B-6

## DISTRICT ENROLLMENT AND ETHNIC DISTRIBUTION 1977 THROUGH 1986

| | | 1977 | 1978 | 1979 | 1980 | 1981 | 1982 | 1983 | 1984 | 1985 | 1986 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| DISTRICT ENROLLMENT | | 39,253 | 37,172 | 35,255 | 35,284 | 34,563 | 34,086 | 33,206 | 32,830 | 32,348 | 32,224 |
| PERCENTAGE CHANGE FROM PREVIOUS YEAR | | - 4.2% | - 5.3% | - 5.2% | + 0.1% | - 2.0% | - 1.4% | - 2.6% | - 1.1% | -1.5% | -0.4% |
| PERCENTAGE CHANGE FROM 1975 (N = 42,901) | | - 8.5% | -13.4% | -17.8% | -17.8% | -19.4% | -20.5% | -22.6% | -23.5% | -24.6% | -24.9% |
| CAUCASIAN | NUMBER | 17,649 | 16,184 | 14,828 | 14,373 | 13,425 | 12,625 | 11,846 | 11,310 | 10,591 | 10,190 |
| | PERCENT | 45.0% | 43.5% | 42.1% | 40.7% | 38.8% | 37.0% | 35.7% | 34.5% | 32.7% | 31.6% |
| BLACK | NUMBER | 17,940 | 17,353 | 16,759 | 17,078 | 16,964 | 17,005 | 16,862 | 16,870 | 16,938 | 17,035 |
| | PERCENT | 45.7% | 46.7% | 47.5% | 48.4% | 49.1% | 49.9% | 50.8% | 51.4% | 52.4% | 52.9% |
| SPANISH SURNAME | NUMBER | 3,324 | 3,269 | 3,226 | 3,263 | 3,425 | 3,599 | 3,661 | 3,777 | 3,940 | 4,008 |
| | PERCENT | 8.0% | 8.8% | 9.2% | 9.2% | 9.9% | 10.6% | 11.0% | 11.5% | 12.2% | 12.4% |
| OTHER | NUMBER | 340 | 366 | 442 | 570 | 749 | 857 | 837 | 873 | 879 | 991 |
| | PERCENT | 0.9% | 1.0% | 1.3% | 1.6% | 2.2% | 2.5% | 2.5% | 2.7% | 2.7% | 3.1% |
| MINORITY | NUMBER | 21,604 | 20,988 | 20,427 | 20,911 | 21.138 | 21,461 | 21,360 | 21,520 | 21,757 | 22,034 |
| | PERCENT | 55.0% | 56.5% | 57.9% | 59.3% | 61.2% | 63.0% | 64.3% | 65.5% | 67.3% | 68.4% |

Derived from City School District enrollment and ethnic reports: October of school year.

Figures do not include prekindergarten.

Additional analyses of enrollment are found in tables 86-B-7 (graded students in regular schools only), 86-B-11 (grade by ethnic), 86-B-12 (handicapped and alternative programs), 86-B-13 (students with special needs), 86-I-1 (handicapped students), and 86-J-1 (alternative program students).

TABLE 86-B-7

DISTRICT ENROLLMENT
GRADED STUDENTS - REGULAR SCHOOLS
K-12 BY GRADE
1976 THROUGH 1986

This table provides an analysis of District enrollment by grade from October 1976 through October 1986.

The table allows comparison of enrollment by grade during these years for the District's graded K-12 organization in regular (not alternative) schools. For example, the District's kindergarten enrollment was 3,285 in October 1976, 2,692 in October 1977, 2,526 in October 1978, and so on (upward diagonal analysis).

The table also allows analysis of the District's K-12 enrollment by grade for a single year (vertical analysis).

Finally, the table allows examination of the District's holding power from grade to grade over the ten-year period (horizontal analysis).

All grade enrollments have decreased from October 1976 to October 1986 except grades 2 and 11. However, from October 1983 to October 1986, kindergarten enrollment increased each year. Similarly, from October 1984, first-grade enrollment increased each year through 1986.

## TABLE 86-B-7

## DISTRICT ENROLLMENT
## GRADED STUDENTS - REGULAR SCHOOLS
## K-12 BY GRADE
## 1976 THROUGH 1986

| OCT. 76 | OCT. 77 | OCT. 78 | OCT. 79 | OCT. 80 | OCT. 81 | OCT. 82 | OCT. 83 | OCT. 84 | OCT. 85 | OCT. 86 |
|---|---|---|---|---|---|---|---|---|---|---|
| K 3285 | K 2692 | K 2526 | K 2406 | K 2431 | K 2429 | K 2478 | K 2286 | K 2387 | K 2491 | K 2526 |
| 1 3576 | 1 3180 | 1 2577 | 1 2512 | 1 2505 | 1 2857 | 1 3043 | 1 2921 | 1 3084 | 1 3255 | 1 3285 |
| 2 3427 | 2 3318 | 2 2920 | 2 2458 | 2 2424 | 2 2419 | 2 2630 | 2 2486 | 2 2427 | 2 2327 | 2 2276 |
| 3 3417 | 3 3456 | 3 3475 | 3 3368 | 3 2952 | 3 2472 | 3 2265 | 3 2419 | 3 2259 | 3 2215 | 3 2221 |
| 4 3202 | 4 2900 | 4 2761 | 4 2784 | 4 2572 | 4 2558 | 4 2279 | 4 2105 | 4 2307 | 4 2199 | 4 2093 |
| 5 2928 | 5 3012 | 5 2674 | 5 2645 | 5 2709 | 5 2554 | 5 2428 | 5 2206 | 5 2052 | 5 2201 | 5 2075 |
| 6 3080 | 6 2848 | 6 2896 | 6 2772 | 6 2860 | 6 2689 | 6 2503 | 6 2247 | 6 2086 | 6 1952 | 6 2028 |
| 7 3198 | 7 2947 | 7 2688 | 7 2688 | 7 2480 | 7 2647 | 7 2718 | 7 2499 | 7 2314 | 7 2117 | 7 1893 |
| 8 2988 | 8 2997 | 8 2773 | 8 2556 | 8 2467 | 8 2486 | 8 2424 | 8 2234 | 8 2048 | 8 2009 | 8 2531 |
| 9 3086 | 9 3022 | 9 3008 | 9 2839 | 9 2791 | 9 2781 | 9 2778 | 9 2574 | 9 2748 | 9 2288 | 9 2170 |
| 10 2664 | 10 2539 | 10 2476 | 10 2391 | 10 2385 | 10 2260 | 10 2298 | 10 2183 | 10 2281 | 10 1924 | 10 1994 |
| 11 1989 | 11 2029 | 11 1864 | 11 1797 | 11 1976 | 11 1882 | 11 1910 | 11 1847 | 11 1924 | 11 1284 | 11 1309 |
| 12 1795 | 12 1654 | 12 1714 | 12 1574 | 12 1444 | 12 1499 | 12 1418 | 12 1396 | 12 1284 | 12 1309 | 12 1309 |

### SOURCES OF DATA

- 1976 through 1980: Hand counts from BEDS forms (all graded students at regular schools, not alternative programs).
- 1981 through 1985: District Enrollment Report (graded students, excluding alternative programs).
- 1983 through 1986: Same as 1981 and 1982, except Resource students are now graded and included.

Figures do not include alternative program or nongraded (NG) students. Most Special Education students, except Resource from 1982-83 on, are NG.

TABLE 86-B-8

NUMBERS AND PERCENTAGES
STUDENTS RETAINED IN GRADE
JUNE 1986 TO OCTOBER 1986

This table displays counts of students who appeared on District files with the same grade level at the end of the 1985-86 school year and the beginning of the 1986-87 school year. The counts are arranged by the October 1986, or new, grade level. First the official District October grade enrollment figure is shown, then the number of these students who were enrolled (with a relevant grade level) the previous June. The number in this latter category who had the same grade level from June to October is then shown, and this number is expressed as a percentage of that (October) grade's matching June enrollment. Since these numbers do not have the same relevance for kindergarten and nongraded students, a grades 1-12 subtotal represents the bottom line.

At October grades 1 through 12, 2,539 students appear in the same grade as they did the previous June. This represents 10.3 percent of those students who were also enrolled the previous June. This percentage is highest for individual grades at grade 1 (23.0%) and at grade 9 (19.4%).

## TABLE 86-B-8

## NUMBERS AND PERCENTAGES STUDENTS RETAINED IN GRADE JUNE 1986 TO OCTOBER 1986

| OCTOBER 1986 GRADE | NUMBER OCTOBER 1986 GRADE | NUMBER ALSO ENROLLED JUNE 1986* | NUMBER SAME GRADE JUNE TO OCTOBER | PERCENT SAME GRADE JUNE TO OCTOBER |
|---|---|---|---|---|
| K | 2,527 | 87 | 72 | NA |
| 1 | 3,256 | 2,874 | 662 | 23.0% |
| 2 | 3,428 | 2,284 | 152 | 6.7% |
| 3 | 2,217 | 2,050 | 106 | 5.2% |
| 4 | 2,222 | 2,087 | 102 | 4.9% |
| 5 | 2,095 | 1,974 | 103 | 5.2% |
| 6 | 2,078 | 1,953 | 41 | 2.1% |
| 7 | 2,055 | 1,930 | 193 | 10.0% |
| 8 | 1,977 | 1,851 | 137 | 7.4% |
| 9 | 2,686 | 2,302 | 447 | 19.4% |
| 10 | 2,267 | 2,090 | 301 | 14.4% |
| 11 | 2,066 | 1,928 | 284 | 14.7% |
| 12 | 1,334 | 1,263 | 11 | 0.9% |
| NG | 3,016 | 2,816 | 2,652 | NA |
| TOTAL | 32,224 | 27,489 | 5,263 | NA |
| **1-12** | **26,681** | **24,586** | **2,539** | **10.3%** |

*With an actual grade level indicating attendance.

NA = Not applicable.

Source of data: District data tapes: October 1986 official school year enrollment tape and June 1986 end of school year tape.

Note: Despite serious data integrity problems (described in connection with Table 86-F-1 and Figures 86-H-2 and 3), the Project Manager judged that the general purposes of this table could be adequately met despite partially faulty data.

TABLE 86-B-9

GRADE BY AGE RANGE
1986-87

This table contains an analysis of District students' grade levels compared to their ages. "Normal age" is operationally defined as five years of age by December 1 for kindergarten, six years of age by December 1 for grade 1, seven for grade 2, and so on through all the grades. The District's official October enrollment is shown and this figure is broken out into normal age, one year older than normal, two years older than normal, and three or more years older than normal. Finally, the sum of all students older than normal is expressed as a number and as a percentage of enrollment. Since the nongraded category is not as appropriate for this analysis as are the other grades, the bottom line consists of a K-12 subtotal.

For October grades K-12, 11,838 students or 40.5 percent were older than normal for their grade level as operationally defined above. The individual grade percentages, excluding the 5.7 percent at kindergarten, range from a low of 25.8 percent at grade 1 to a high of 61.6 percent at grade 9.

TABLE 86-B-9

GRADE BY AGE RANGE
1986-87

| OCTOBER 1986 GRADE | TOTAL NUMBER BY GRADE | NORMAL AGE OR YOUNGER | ONE YEAR OLDER THAN NORMAL | TWO YEARS OLDER THAN NORMAL | THREE OR MORE YEARS OLDER | TOTAL OLDER THAN NORMAL | PERCENT OLDER THAN NORMAL |
|---|---|---|---|---|---|---|---|
| K | 2,527 | 2,382 | 143 | 2 | 0 | 145 | 5.7% |
| 1 | 3,256 | 2,415 | 800 | 36 | 5 | 841 | 25.8% |
| 2 | 2,428 | 1,561 | 824 | 42 | 1 | 867 | 35.7% |
| 3 | 2,217 | 1,301 | 851 | 57 | 8 | 916 | 41.3% |
| 4 | 2,222 | 1,343 | 777 | 97 | 5 | 879 | 39.6% |
| 5 | 2,095 | 1,184 | 775 | 130 | 6 | 911 | 43.5% |
| 6 | 2,078 | 1,171 | 788 | 116 | 3 | 907 | 43.6% |
| 7 | 2,055 | 973 | 846 | 226 | 10 | 1,082 | 52.7% |
| 8 | 1,977 | 952 | 736 | 278 | 11 | 1,025 | 51.8% |
| 9 | 2,686 | 1,032 | 1,006 | 511 | 137 | 1,654 | 61.6% |
| 10 | 2,267 | 1,040 | 833 | 306 | 88 | 1,227 | 54.1% |
| 11 | 2,066 | 1,061 | 643 | 296 | 66 | 1,005 | 48.6% |
| 12 | 1,334 | 955 | 308 | 58 | 13 | 379 | 28.4% |
| NG | 3,016 | NA | NA | NA | NA | NA | NA |
| TOTAL | 32,224 | NA | NA | NA | NA | NA | NA |
| K-12 | 29,208 | 17,370 | 9,330 | 2,155 | 353 | 11,838 | 40.5% |

Source of data: District data tape for official school year enrollment report: October of school year.

FIGURE 86-B-10

CITY RESIDENT STUDENTS
ENROLLMENT LOCATION
1981-82 THROUGH 1985-86

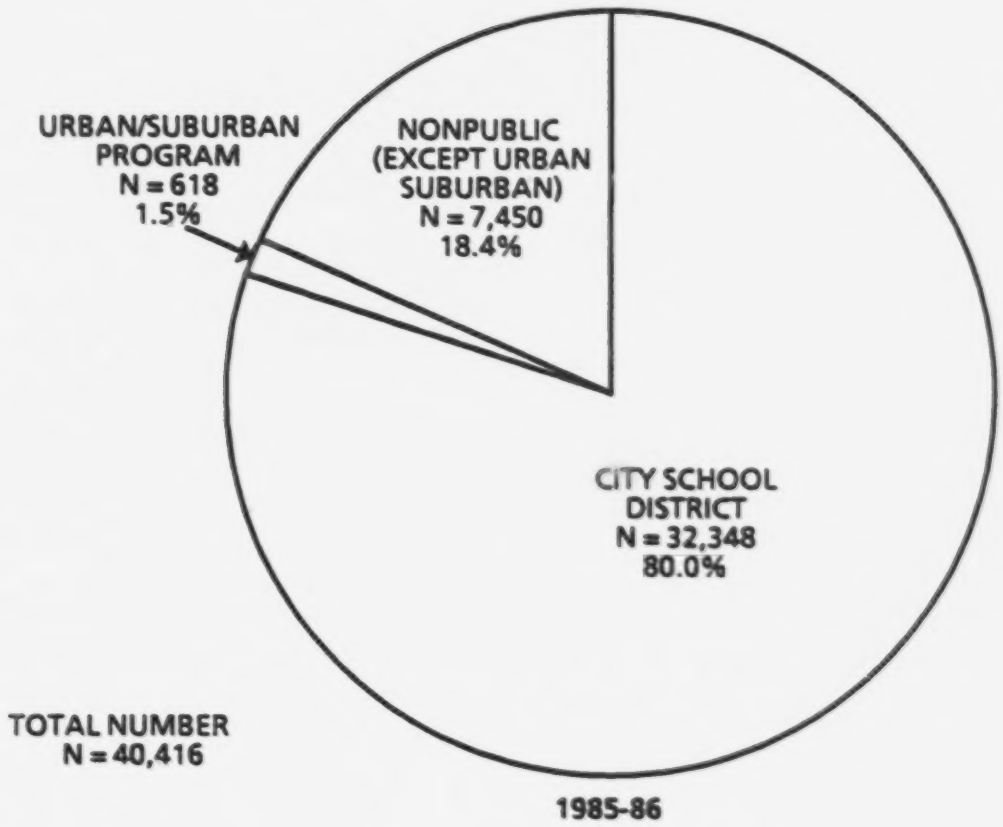
This figure provides an analysis of city-resident enrollment in public and nonpublic (parochial and private) schools (K-12 and nongraded) during the 1985-86 school year. The table at the bottom provides a longitudinal analysis of city-resident enrollment from 1981-82.

Of the total number (40,416), 80.0 percent or 32,348 students were enrolled in city public schools. The remaining 8,068 city residents were enrolled in either parochial and private schools or the Urban/Suburban program during this period. This is equivalent to 24.9 percent of the District's enrollment, and to 20.0 percent (one in every five) of city resident children in any school. Of the group of 8,068, 618 were in the Urban/Suburban Program.

A total of 8,660 city residents were enrolled in parochial and private schools or the Urban/Suburban program in 1981-82. This is equivalent to 20.0 percent of city-resident enrollment. In 1985-86, this number declined to 8,068, but the percentage (20.0) remained constant because District enrollment also declined.

**FIGURE 86-B-10**

**CITY RESIDENT STUDENTS ENROLLMENT LOCATION 1981-82 THROUGH 1985-86**


URBAN/SUBURBAN PROGRAM N = 618 1.5%
NONPUBLIC (EXCEPT URBAN SUBURBAN) N = 7,450 18.4%
CITY SCHOOL DISTRICT N = 32,348 80.0%
TOTAL NUMBER N = 40,416
1985-86

| | 1981-82 | | 1982-83 | | 1983-84 | | 1984-85 | | 1985-86 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| CITY SCHOOL DISTRICT | 34,563 | 80.0 | 34,086 | 79.6 | 33,206 | 79.5 | 32,830 | 79.9 | 32,348 | 80.0 |
| URBAN/SUBURBAN | 757 | 1.8 | 819 | 1.9 | NA | NA | 602 | 1.5 | 618 | 1.5 |
| NONPUBLIC (EXCEPT URBAN/SUBURBAN) | 7,903 | 18.3 | 7,894 | 18.4 | NA | NA | 7,681 | 18.7 | 7,450 | 18.4 |
| NONPUBLIC SUBTOTAL | 8,660 | 20.0 | 8,713 | 20.4 | 8,550 | 20.5 | 8,283 | 20.1 | 8,068 | 20.0 |
| TOTAL | 43,223 | 100.0 | 42,799 | 100.0 | 41,756 | 100.0 | 41,113 | 100.0 | 40,416 | 100.0 |

Source of data: Private and Parochial School Census, City School District (Department of Student Data, Testing, and Records).

TABLE 86-B-11

ENROLLMENT BY GRADE BY ETHNIC
OCTOBER 1986

This table provides an analysis of District enrollment by grade and ethnic category. Grades K through 12 are shown, as well as the nongraded (NG) category, which is comprised primarily of Special Education students. The District's major ethnic groups (Caucasian, Black, and Spanish Surname) are shown separately, along with minority/nonminority numbers and percentages. ("Nonminority" includes only Caucasian students.)

Of all District students, 68.4 percent are minority. The minority percentages of individual grades range from a low of 61.0 percent at grade 12 to a high of 70.5 percent for grade 7 and for nongraded students. With the exceptions of kindergarten and grade 2, minority percentages are relatively consistent through grade 9. The minority percentage drops at each grade from 9 to 12 by a total of 8.3 percentage points. This decrease is attributable to a decline in minority enrollment from grade 9 to 12 (1,048 students or 56%) that is greater both in numbers and percentages than the decline in nonminority enrollment from grade 9 to 12 (304 students or 37%).

## TABLE 86-B-11

## ENROLLMENT BY GRADE BY ETHNIC
## OCTOBER 1986

| GRADE | ETHNIC | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | NUMBER | | | | | | | PERCENT | |
| | CAUCA-SIAN | BLACK | SPANISH SURNM. | OTHER | TOTAL | NON-MINOR. | MINOR-ITY | NON-MINOR. | MINOR-ITY |
| K | 837 | 1,288 | 339 | 63 | 2,527 | 837 | 1,690 | 33.1 | 66.9 |
| 1 | 990 | 1,736 | 429 | 101 | 3,256 | 990 | 2,266 | 30.4 | 69.6 |
| 2 | 836 | 1,190 | 333 | 69 | 2,428 | 836 | 1,592 | 34.4 | 65.6 |
| 3 | 673 | 1,167 | 307 | 70 | 2,217 | 673 | 1,544 | 30.4 | 69.6 |
| 4 | 687 | 1,176 | 292 | 67 | 2,222 | 687 | 1,535 | 30.9 | 69.1 |
| 5 | 642 | 1,119 | 278 | 56 | 2,095 | 642 | 1,453 | 30.6 | 69.4 |
| 6 | 636 | 1,116 | 258 | 68 | 2,078 | 636 | 1,442 | 30.6 | 69.4 |
| 7 | 607 | 1,141 | 240 | 67 | 2,055 | 607 | 1,448 | 29.5 | 70.5 |
| 8 | 587 | 1,057 | 276 | 57 | 1,977 | 587 | 1,390 | 29.7 | 70.3 |
| 9 | 824 | 1,445 | 307 | 110 | 2,686 | 824 | 1,862 | 30.7 | 69.3 |
| 10 | 754 | 1,196 | 244 | 73 | 2,267 | 754 | 1,513 | 33.3 | 66.7 |
| 11 | 708 | 1,064 | 206 | 88 | 2,066 | 708 | 1,358 | 34.3 | 65.7 |
| 12 | 520 | 648 | 133 | 33 | 1,334 | 520 | 814 | 39.0 | 61.0 |
| NG | 889 | 1,692 | 366 | 69 | 3,016 | 889 | 2,127 | 29.5 | 70.5 |
| TOTAL | 10,190 | 17,035 | 4,008 | 991 | 32,224 | 10,190 | 22,034 | 31.6 | 68.4 |

TABLE 86-B-12

NUMBERS AND PERCENTAGES OF ENROLLMENT
IN HANDICAPPED CATEGORY AND ALTERNATIVE PROGRAMS
1986-87

This table shows the numbers and percentages of students enrolled in District Handicapped (Special Education) Programs, Alternative Programs, and in these two categories combined. The Alternative Program numbers are based on actual October 1986 enrollment, and the Handicapped Program figures are based on actual counts from the December 1, 1986 Pupils with Handicapping Conditions report (PHC-1) sent to the State Education Department. Handicapped figures exclude the three categories of placement in which the District does not control and/or does not pay for the students' educational program. The combined figures are an unduplicated count; that is, students who are in both Special Education and an Alternative Program are counted only once. The unduplicating process was based on figures from the October data.

There were 4,600 (4,751 minus 24 BOCES and 127 dual-enrollment parochial) handicapped students (14.3% of total enrollment) in the District on December 1, 1986. October 1986 enrollment in Alternative Programs was 552 students (1.7% of total enrollment). The combination of these categories includes 5,014 District students (15.6% of total enrollment).

## TABLE 86-B-12

## NUMBERS AND PERCENTAGES OF ENROLLMENT IN HANDICAPPED CATEGORY AND ALTERNATIVE PROGRAMS 1986-87

| DISTRICT ENROLLMENT | 32,224 |
|---|---|
| HANDICAPPED ENROLLMENT [1] | |
| NUMBER | 4,600 |
| PERCENT OF DISTRICT ENROLLMENT | 14.3% |
| ALTERNATIVE PROGRAM ENROLLMENT[2] | |
| NUMBER | 552 |
| PERCENT OF DISTRICT ENROLLMENT | 1.7% |
| HANDICAPPED AND ALTERNATIVE ENROLLMENT (UNDUPLICATED)[3] | |
| NUMBER | 5,014 |
| PERCENT OF DISTRICT ENROLLMENT | 15.6% |

[1] Numbers are actual based on counts from the December 1, 1986 Pupils with Handicapping Conditions report sent to the State Education Department. This school year's version of the report excludes a number of categories included in earlier versions, such as agency placements, institutional deaf and blind, and developmental and psychiatric centers. All of these except agency placements were typically excluded from certain tables such as this one in past editions, however this edition excludes also agency placements. Furthermore, 24 students receiving services through BOCES and (the approximately) 127 "dual enrollment" students from parochial or private schools (receiving special services through the District at the Related Service Only or Resource level) are excluded from the analysis this school year.

[2] Numbers are based on the data tape for the District's official October (BEDS) enrollment report. Alternative Programs are Center Senior High School, Center Junior High School, Special Placement Center, Young Mothers Program, Secondary Home/Hospital Tutoring, and Elementary Home/Hospital Tutoring.

[3] Unduplicated count means that students who are both Handicapped and in an Alternative Program are counted only once. Note that handicapped figures are from December 1, 1986 but alternative program figures and the unduplicating figures from the first week of October 1986.

Refer to Table 86-I-7 for a more detailed analysis of Handicapped enrollment in the 1985-86 school year, and to Table 86-J-1 for a more detailed longitudinal analysis of Alternative Program enrollment through 1986-87.

TABLE 86-B-13

ESTIMATED NUMBERS AND PERCENTAGES
OF STUDENTS WITH SPECIAL NEEDS
1982-83 THROUGH 1986-87

This table shows the number of District students with special needs for the school years from 1982-83 through 1986-87. These students are shown in two broad categories: Handicapped, and Pupils with Special Educational Needs (PSEN). The subtotal of these two categories is also shown both in numbers and as a percentage of the District's October enrollment. The subtotal is an unduplicated count, i.e. a student who is classified as both Handicapped and PSEN is counted only once.

The Handicapped category in this table included District students in certain non-District program placements through 1985-86. The 1986-87 figures excluded these several hundred non-District program placement students. (See footnote no. 1 at right.) While the Handicapped figures for the first three school years shown and for 1986-87 were based on actual December 1st counts, the 1985-86 figures were based on projections for December 1, 1985. The PSEN figures are estimates (as described in footnote no. 2 at right).

The number of Handicapped students ranged from 4,600 to 5,224 for the five school years shown. The number of PSEN students ranged from 12,371 to 14,870. The unduplicated numbers of students in the two categories combined represented from 49.4 percent to 55.6 percent of total District enrollment during the same period.

## TABLE 86-B-13

## ESTIMATED NUMBERS AND PERCENTAGES OF STUDENTS WITH SPECIAL NEEDS 1982-83 THROUGH 1986-87

| | 1982-83 | 1983-84 | 1984-85 | 1985-86 | 1986-87 |
|---|---|---|---|---|---|
| HANDICAPPED[1] | 4,893 | 4,862 | 5,069 | 5,224* | 4,600 |
| PSEN (ESTIMATED)[2] | 13,664 | 14,870 | 13,171 | 12,762 | 12,371 |
| SPECIAL NEEDS SUBTOTAL (UNDUPLICATED) (EST'D.)[3] | 17,211 | 18,472 | 17,093 | 16,852* | 15,922 |
| DISTRICT OCTOBER ENROLLMENT | 34,086 | 33,206 | 32,830 | 32,348 | 32,224 |
| PERCENTAGE OF ENROLLMENT WITH SPECIAL NEEDS (EST'D.) | 50.5% | 55.6% | 52.1% | 52.0%* | 49.4% |

[1] Data through 1985-86 include certain categories of placement not shown for those school years in some other tables in this document, such as institutional deaf or blind and developmental and psychiatric centers. Data through 1984-85 and for 1986-87 are from the annual Pupils with Handicapping Conditions (PHC-1) report sent to the State Education Department. The 1985-86 figures are based on projections done by the Department of Student Data, Testing, and Records. The 1986-87 version of this report excluded the above catagories as well as agency placements. This report excludes also 24 students receiving services at BOCES and (the approximately) 127 "dual enrollment" students from parochial or private schools receiving special services through the District, all of whom are reported in the PHC-1 report.

[2] Estimates through 1985-86 were provided by the Division of Instruction, but those for 1986-87 were done by the Department of Student Data, Testing, and Records. "Pupils with Special Educational Needs" (PSEN) includes graded (non-full-time Special Education) students found deficient in one or more of the basic skill areas of reading, writing, and mathematics. Deficiency, and consequent need for remediation, is determined differently at different grades, but basically this determination is related to actual or projected performance on State (PEP, PCT, RCT) or national (California or Stanford) tests.

[3] The "Special Needs" subtotal is less than the sum of the two component categories, since in some cases the same student may fall into both categories, i.e., be Handicapped and PSEN eligible. Such students are counted once only in the subtotal (the unduplication process).

*Note: The 1985-86 Handicapped value and values based on it are projected.

## Achievement

## SECTION C

## ACHIEVEMENT

This section presents information, sometimes in a historical and/or comparative framework, which describes District students' performance on various measures of academic performance, according to the following outline:


Standardized Achievement Tests (Nationally Normed). . . . . .86-C-1 through 86-C-21

New York State Pupil Evaluation Program (PEP) Tests. . . . . .86-C-22 through 85-C-27

New York State Preliminary Competency Tests. . . . . 86-C-28 and 86-C-29

New York State Regents Competency Tests. . . 86-C-30 and 86-C-31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Additional testing data, including by-school information, is available in the School Profiles (Comprehensive Assessment Report) published annually by the Department of Student Data, Testing, and Records.

FIGURE 86-C-1

CENTRAL PERCENTILE VALUES
SPRING STANDARDIZED ACHIEVEMENT TESTS
READING AND MATHEMATICS COMBINED
GRADES 1-12 COMBINED
1976 THROUGH 1986

This figure displays two complementary views of longitudinal achievement in the District. Both views show Reading and Mathematics scores combined for simplicity. The dots represent the national percentile rank central value of these basic skills scores for grades 1 through 12 from spring testing each year from 1976 through 1986. Full-time Special Education students and most resource (part-time Special Education) students are excluded from this figure.

The figure is broken by the words "CHANGE OF TEST" between 1979 and 1980 and between 1985 and 1986. The note at the the bottom of the figure identifies the tests in question. The relationships between them are described below. (For the 1979 to 1980 data, an implicit presumption of equation was made. More detailed information on that transition is present in footnotes to Figures 86-C-5 through 8.) Also, the change from the use of mean-based percentile rank scores to median percentile rank scores had the effect of lowering the composite actual 1986 score 1.6 percentile points for grades 1-12 combined.

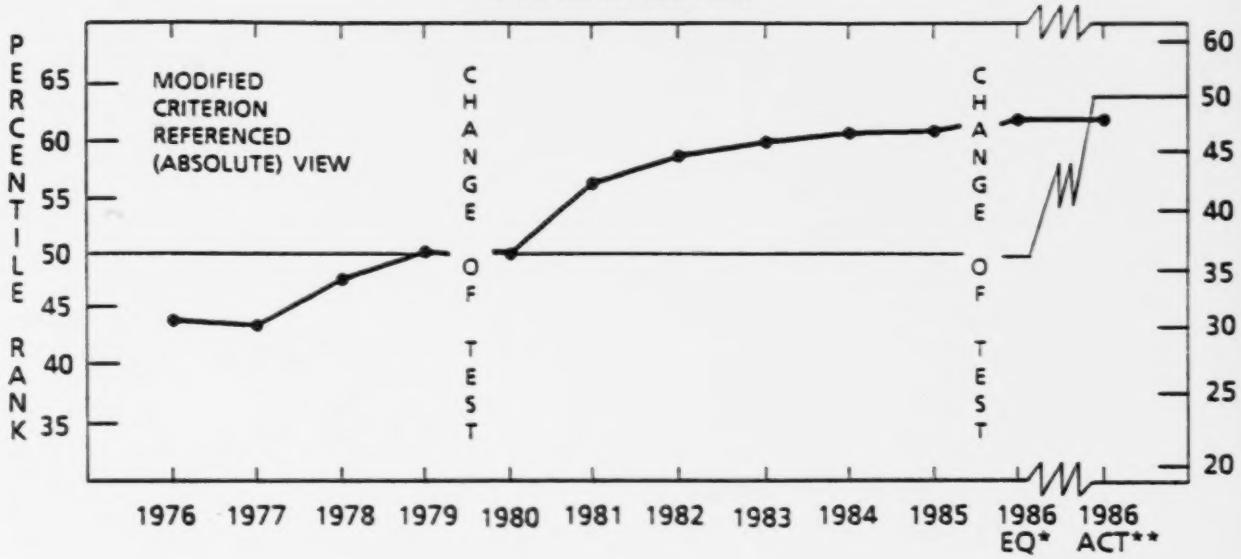
The first view, a modified criterion-referenced or absolute view, attempts to show basic skills achievement as measured against an unchanging standard. The results of an equating study done in spring 1985 linking the old Metropolitan test with the new California tests are utilized in this view. A by-grade average of the equating factors from California to Metropolitan indicates a 14.3 percentile rank difference value near the median (Metropolitan higher than California). Consequently, to reflect absolute achievement, the actual 1986 California scores are shown on an adjusted (right) percentile marginal scale (adjusted up 14.3 points). Naturally, the 1986 California values equated to Metropolitan appear on the same (left) marginal scale as the rest of the first view portion of the figure. (No effort was made in this figure to do an analogous marginal scale adjustment between 1979 and 1980.)

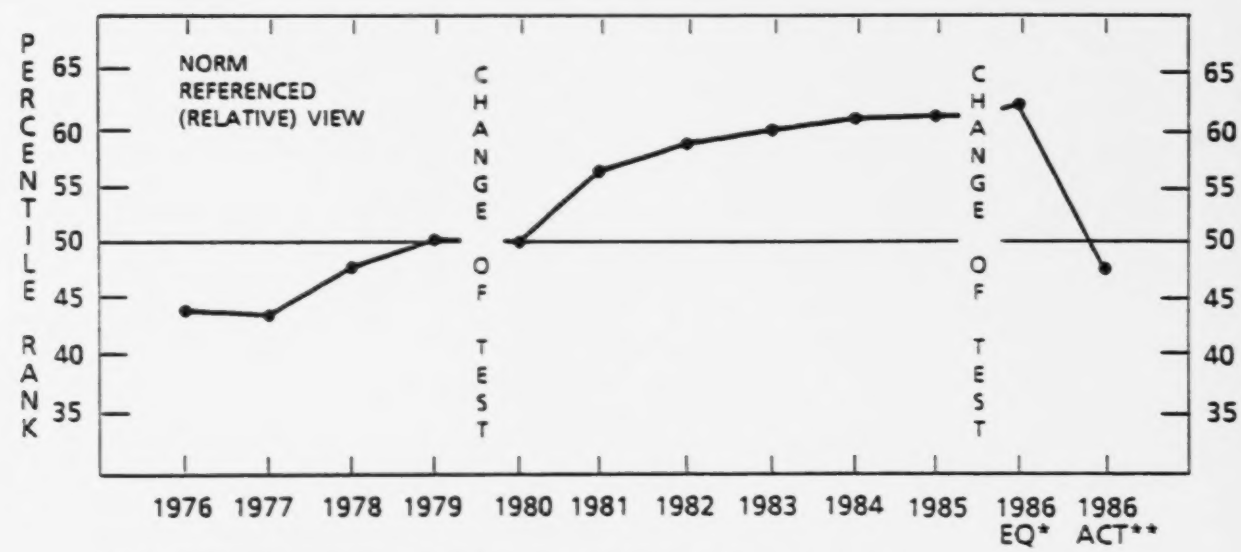
The second view, a norm-referenced or relative view, shows a perhaps more familiar approach. The difference between the equated 1986 California values and the actual 1986 California values appears as a 14.3 percentile rank difference on the common marginal scale, which in fact applies to two different norming samples.

Both of these two contextual views are compatible, as a comparison of the score values and marginal values on each will verify.

**FIGURE 86-C-1**

**CENTRAL PERCENTILE VALUES**
**SPRING STANDARDIZED ACHIEVEMENT TESTS**
**READING AND MATHEMATICS COMBINED**
**GRADES 1-12 COMBINED**
**1976 THROUGH1986**




*EQ = California scores equated to Metropolitan equivalent values.
**ACT = Actual California scores.

From 1976 to 1979 the Metropolitan Achievement Tests, 1970 edition, were used at grades 1-8 in reading and mathematics. At grades 9-12 the Gates-MacGinitie Reading Test, 1964 edition, was used in reading and the Stanford Test of Academic Skills, 1973 edition, in mathematics. From 1980 to 1985 the Metropolitan Achievement Tests, 1978 edition, were used at grades 1-12. In spring 1986 the California Achievement Tests, 1985 edition, were used at grades 1-12.

FIGURE 86-C-2

CENTRAL PERCENTILE VALUES
SPRING STANDARDIZED ACHIEVEMENT TESTS
1985 AND 1986
READING

This figure displays reading achievement scores from the spring administrations of standardized achievement tests in 1985 and 1986. These scores are shown on a grade-by-grade basis from kindergarten through grade 12. The dots in the figure represent the national percentile rank of the central value of scores at each grade level.

Full-time Special Education students and most Resource (part-time Special Education) students are excluded from this figure.

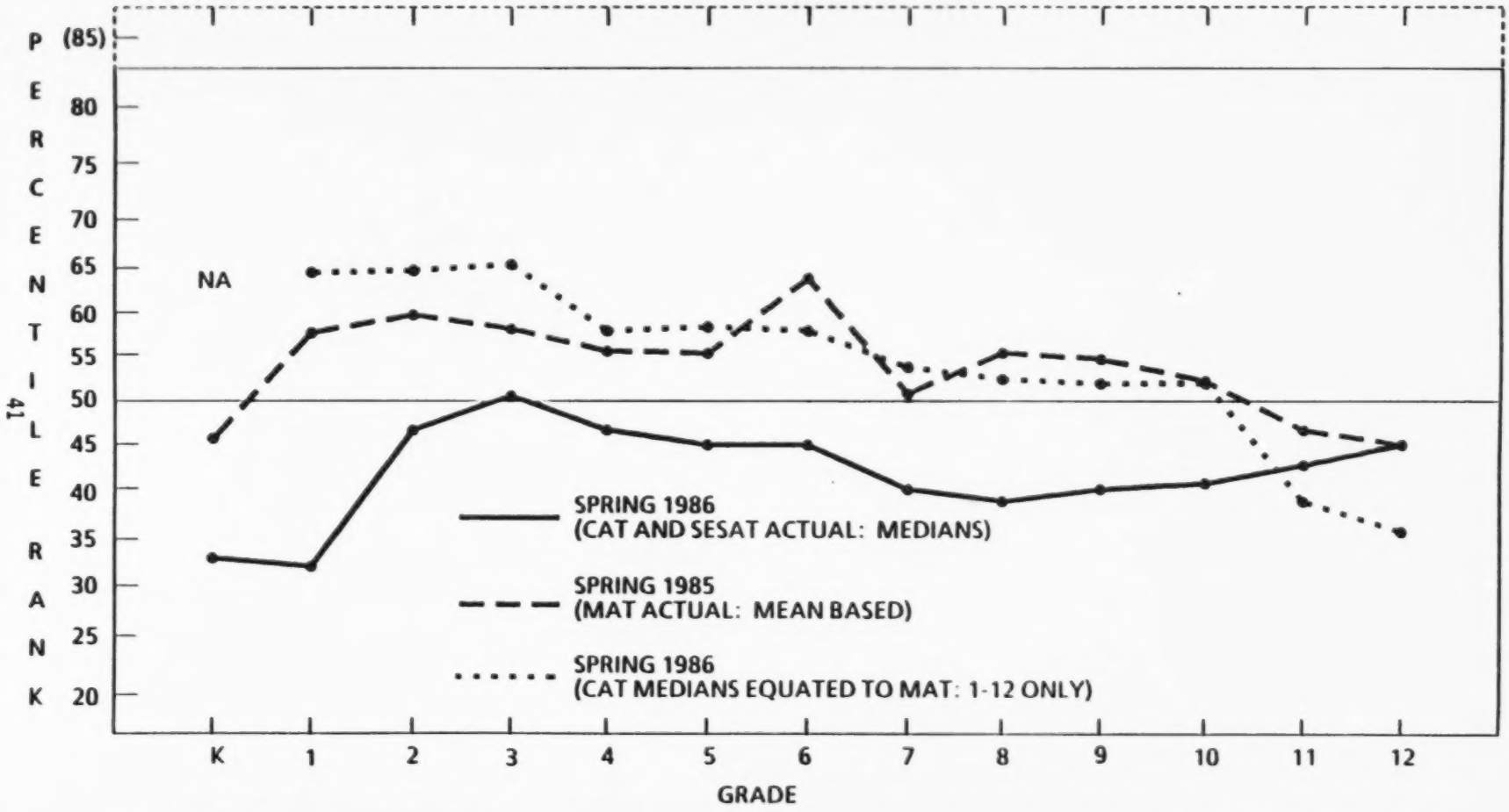
The note at the bottom of the figure identifies the tests used each spring and describes the equating study done to attempt to clarify their relationship. However, in interpreting the equating study results, it must be born in mind that they apparently show the impact of a "long-term practice effect" for the Metropolitan test, which in turn creates some artificial upward effect on the equated (dotted line) values shown, at least at grades 1-3. Also, the change from the use of mean-based percentile rank scores to median percentile scores had the effect of relatively lowering the actual 1986 reading scores an average of 2.5 percentile points on a by-grade basis.

The data show that reading performance in 1985, as measured against the 1978 norms of the Metropolitan test, was generally in the 50th to 60th percentile range. The 1986 data, if it is interpreted against the same norms by means of the equating study (dotted line), show reading performance generally in the same broad range, though somewhat higher at primary and lower at grades 11 and 12. With the above cautions in mind, this indicates in a very rough way a general maintenance of the status quo in absolute or criterion-referenced terms. However, if the 1986 California data are interpreted against their own 1985 norms, they show reading performance to be generally in the 40th to 50th percentile range (30th to 35th at kindergarten and grade 1). This indicates, in general, a decline in reading performance in relative or norm-referenced terms.

These two contextual interpretations (absolute versus relative, or criterion-referenced versus norm-referenced) are not incompatible.

FIGURE 86-C-2

CENTRAL PERCENTILE VALUES
SPRING STANDARDIZED ACHIEVEMENT TESTS
1985 AND 1986
READING




The test series changed between the spring 1985 and 1986 administrations: in spring 1985 a local equating study was done, the results of which--as applied to the spring 1986 results--are reflected by the dotted line above. In spring 1985 the Metropolitan Achievement Tests, 1978 edition (MAT), were used K-12; in Spring 1986 the Stanford Early School Achievement test, 1982 edition (SESAT), was used at kindergarten and the California Achievement Tests, 1985 edition (CAT), at grades 1-12. For 1985 the values shown are percentile ranks corresponding to the mean normal curve equivalent (NCE). For 1986 Actual the values shown are median percentile ranks; the 1986 Equated values are the MAT "equivalents" of CAT median percentile ranks. Data values for this figure are found in Table 86-C-4.

FIGURE 86-C-3

CENTRAL PERCENTILE VALUES
SPRING STANDARDIZED ACHIEVEMENT TESTS
1985 AND 1986
MATHEMATICS

This figure displays mathematics achievement scores from the spring administrations of the standardized achievement tests in 1985 and 1986. These scores are shown on a grade-by-grade basis from kindergarten through grade 12. The dots in the figure represent the national percentile rank of the central value of scores at each grade level.

Full-time Special Education students and most Resource (part-time Special Education) students are excluded from this figure.

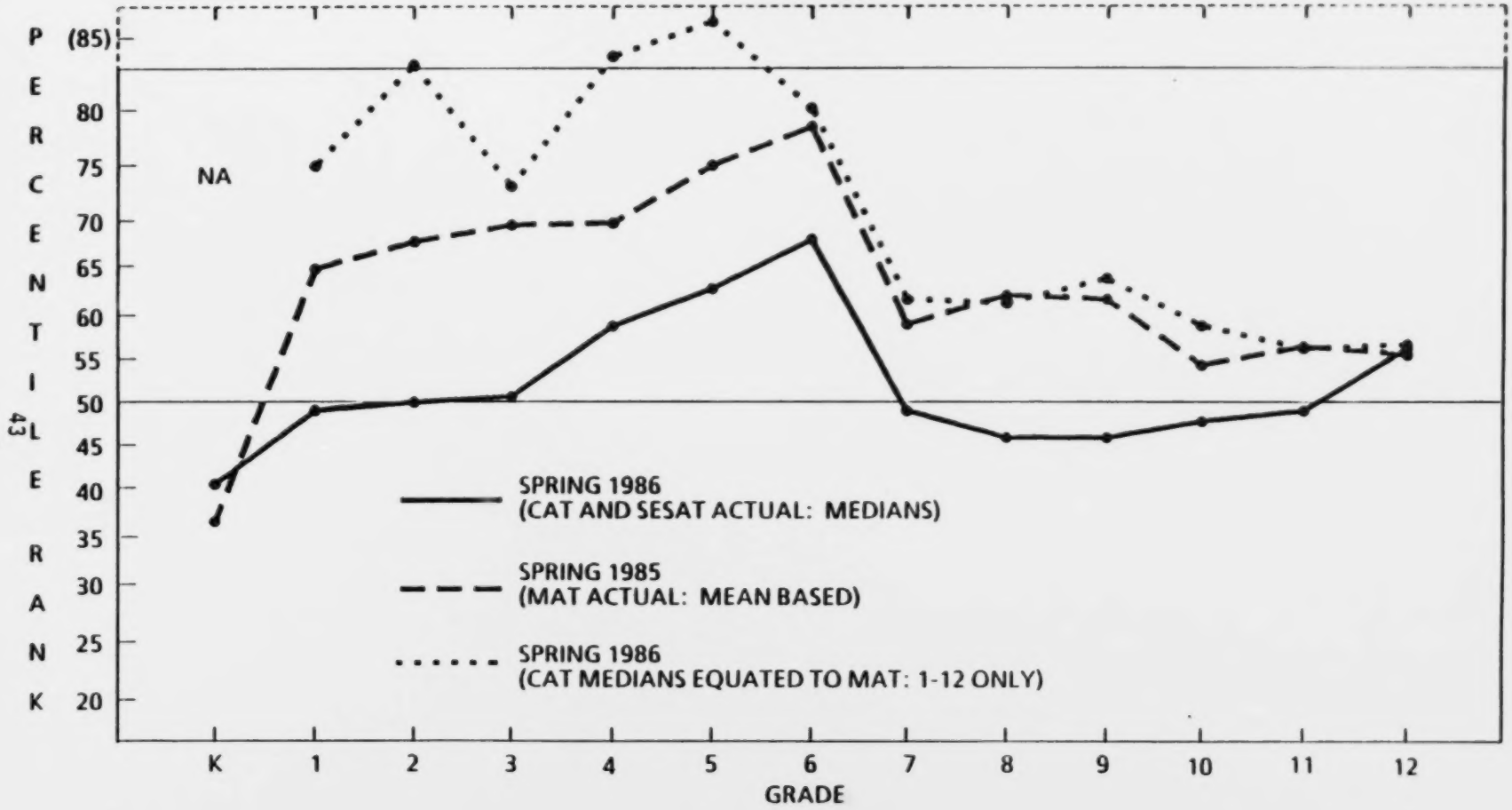
The note at the bottom of the figure identifies the tests used each spring and describes the equating study done to attempt to clarify their relationship. However, in interpreting the equating study results, it must be born in mind that they apparently show the impact of a "long-term practice effect" for the Metropolitan test, which in turn creates some artificial upward effect on the equated (dotted line) values shown at least at elementary, and particularly at grades 1, 2, 4 and 5. Also, the change from the use of mean-based percentile rank scores to median percentile scores had the effect of relatively lowering the actual 1986 mathematics scores an average of 1.9 percentile points on a by-grade basis.

The data show that mathematics performance in 1985, as measured against the 1978 norms of the Metropolitan test, was generally in the 65th to 75th percentile range at elementary grades (40th at kindergarten) and the 55th to 60th at secondary grades. The 1986 data, if it is interpreted against the same norms by means of the equating study (dotted line), show mathematics performance generally in the same broad range at grade 3 and from grades 6 through 12, though higher at grades 1, 2, 4, and 5. With the above cautions in mind, this indicates in a very rough way a general maintenance of the status quo (or possible improvement at grades 1, 2, 4 and 5) in absolute or criterion-referenced terms. However, if the 1986 California data are interpreted against their own 1985 norms, they show mathematics performance to be at the 41st percentile at kindergarten, in the 46th to 51st percentile range at grades 1-3 and 7-11, and in the 56th to 68th at grades 4-6 and 12. This indicates, in general, a decline in mathematics performance in relative or norm-referenced terms.

These two contextual interpretations (absolute versus relative, or criterion-referenced versus norm-referenced) are not incompatible.

FIGURE 86-C-3

CENTRAL PERCENTILE VALUES
SPRING STANDARDIZED ACHIEVEMENT TESTS
1985 AND 1986
MATHEMATICS




The test series changed between the spring 1985 and 1986 administrations: in spring 1985 a local equating study was done, the results of which--as applied to the spring 1986 results--are reflected by the dotted line above. In spring 1985 the Metropolitan Achievement Tests, 1978 edition (MAT), were used K-12; in Spring 1986 the Stanford Early School Achievement Test, 1982 edition (SESAT), was used at kindergarten and the California Achievement Tests, 1985 edition (CAT), at grades 1-12. For 1985 the values shown are percentile ranks corresponding to the mean normal curve equivalent (NCE). For 1986 Actual the values shown are median percentile ranks; the 1986 Equated values are the MAT "equivalents" of CAT median percentile ranks. Data values for this figure are found in Table 86-C-4.

TABLE 86-C-4

CENTRAL PERCENTILE VALUES
SPRING STANDARDIZED ACHIEVEMENT TESTS
1985 AND 1986

This table contains the reading and mathematics achievement scores from the spring administrations of standardized achievement tests in 1985 and 1986. These scores are shown on a grade-by-grade basis from kindergarten through grade 12. The values shown are the national percentile rank of the central value of scores at each grade level.

Full-time Special Education students and most Resource (part-time Special Education) students are excluded from this figure.

This table contains the values of the information displayed graphically in Figures 86-C-2 and 86-C-3 and described there.

## TABLE 86-C-4

### CENTRAL PERCENTILE VALUES
### SPRING STANDARDIZED ACHIEVEMENT TESTS
### 1985 AND 1986

| GRADE | | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| READING | 1985 | 45.8 | 57.7 | 59.8 | 58.3 | 55.5 | 55.3 | 63.7 | 51.0 | 55.3 | 54.7 | 52.3 | 47.0 | 45.1 |
| | 1986 ACTUAL | 33.0 | 32.0 | 47.0 | 50.5 | 47.0 | 45.0 | 45.0 | 40.0 | 39.0 | 40.0 | 41.0 | 43.0 | 45.0 |
| | 1986 EQUATED | NA | 64.5 | 64.7 | 65.2 | 58.0 | 58.7 | 58.0 | 54.0 | 52.7 | 52.0 | 52.0 | 39.0 | 35.6 |
| GRADE | | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| MATHE-MATICS | 1985 | 39.8 | 65.0 | 67.9 | 69.4 | 69.6 | 75.0 | 78.3 | 59.2 | 62.5 | 61.9 | 54.4 | 56.6 | 55.3 |
| | 1986 ACTUAL | 41.0 | 49.0 | 50.0 | 51.0 | 59.0 | 63.0 | 68.0 | 49.0 | 46.0 | 46.0 | 48.0 | 49.0 | 56.0 |
| | 1986 EQUATED | NA | 75.0 | 83.3 | 73.3 | 83.7 | 86.0 | 80.0 | 62.0 | 61.3 | 64.0 | 59.0 | 56.0 | 56.7 |

Values shown are percentile ranks corresponding to the mean normal curve equivalent (NCE) for 1985 and median percentile ranks for 1986 Actual; the 1986 Equated values are also based on medians.

These are the values shown in figure 86-C-2 and 86-C-3.

FIGURE 86-C-5

DISTRIBUTION OF STUDENT SCORES
STANDARDIZED ACHIEVEMENT TESTS
ELEMENTARY READING
1977 THROUGH 1986

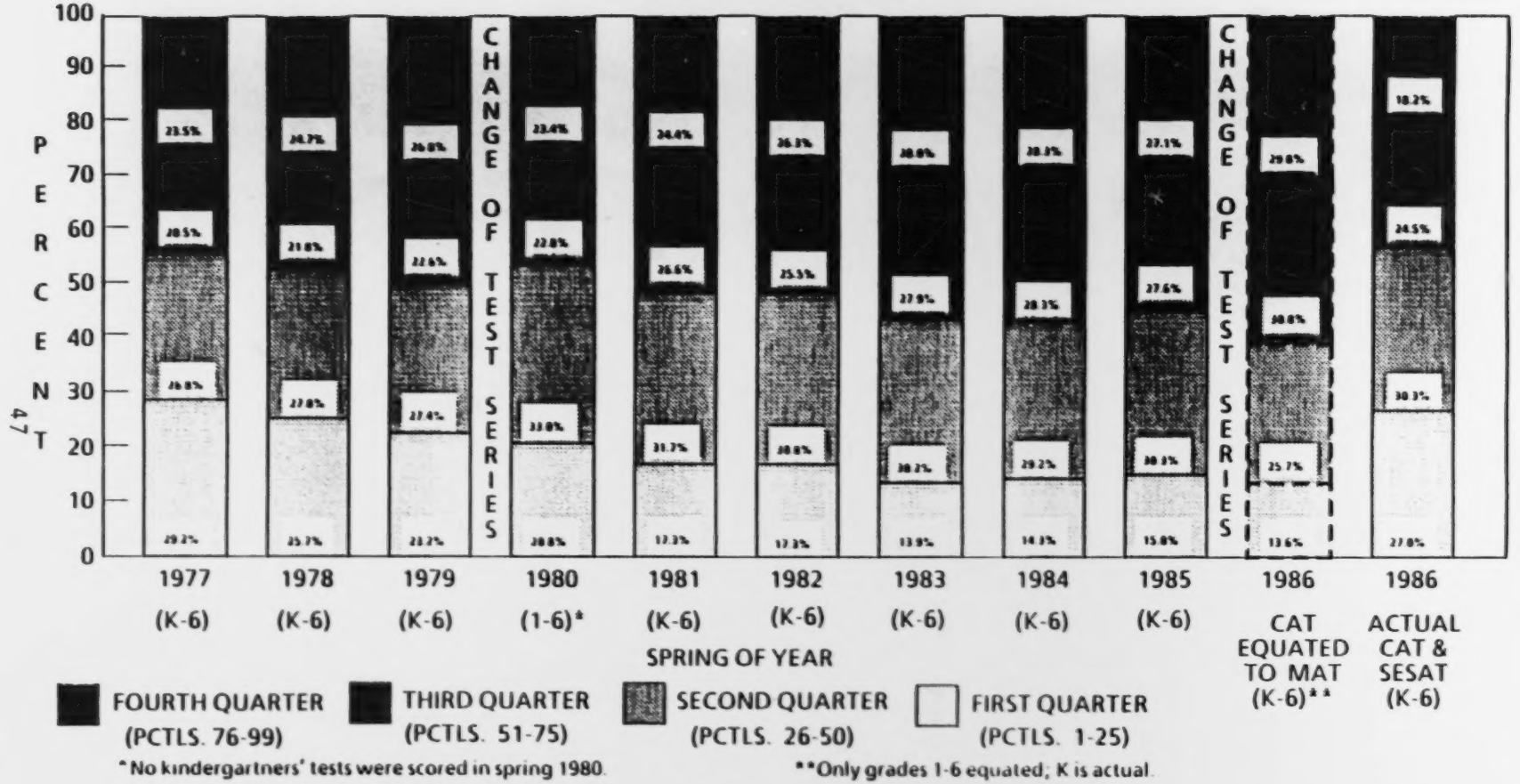
This figure displays grades K through 6 reading achievement scores for the spring administrations of standardized achievement tests from 1977 through 1986. Scores are grouped into national norm achievement quarters. Before 1983, only nongraded students (NG, which included most full-time Special Education students) were excluded from this analysis. After 1982, all full-time Special Education students, most Resource students, and all nongraded students were excluded. That exclusion of additional Special Education students raised reported achievement levels. The figure is broken by the words "CHANGE OF TEST SERIES" between 1979 and 1980 and between 1985 and 1986. The note at the bottom of the figure identifies the tests in question and what is known of their relationships. However, in interpreting the local equating study results, it must be born in mind that they apparently show the impact of a "long-term practice effect" for the Metropolitan test, which in turn creates some artificial upward effect on the equated values shown, at least at grades 1-3. Also, the change from the use of mean-based percentile rank scores to median percentile scores had the effect of relatively lowering the actual 1986 scores four-tenths of a percentile point for elementary reading.

The overall trend of grades K-6 reading scores from 1977 through 1985 had been toward higher achievement. The lowest quarter had decreased from 29.2 to 15.0 percent, the highest quarter had increased from 23.5 to 27.1 percent, and the proportion above the 50th percentile had increased from 44 to 54.7 percent. The 1986 data implied a continuation of that trend in an absolute or criterion-referenced context. An equating study done in spring 1985 provided a two-way "translation" table from scores on one test to scores on the other test and vice-versa. These conversions were applied to the CAT results obtained one year later in spring 1986, and the results indicated improved achievement, with the percentage of students in the lowest quarter decreasing further, that in the highest quarter and that above the 50th percentile increasing further. However, in a relative or norm-referenced context, elementary reading scores showed an overall trend since 1980 toward lower achievement. Compared to 1980, the actual 1986 CAT results showed a greater proportion of students in the lowest quarter (20.8% to 27.0%), and a smaller proportion both in the highest quarter (23.4% to 18.2%) and above the 50th percentile (46.2% to 42.7%).

These two contextual interpretations (absolute versus relative, or criterion-referenced versus norm-referenced) are not incompatible.

FIGURE 86-C-5

DISTRIBUTION OF STUDENT SCORES
STANDARDIZED ACHIEVEMENT TESTS
ELEMENTARY READING
1977 THROUGH 1986




*No kindergartners' tests were scored in spring 1980.

**Only grades 1-6 equated; K is actual.

Test series changed between the spring 1979 and 1980 administrations: in reading at grades 1-6, the publisher's equating data indicated that the earlier test tended to overstate achievement relative to the later test; at the kindergarten level, the relationship was uncertain. From 1977 to 1979 the Tests of Basic Experiences, 1970 edition, were used at kindergarten and the Metropolitan Achievement Tests, 1970 edition, at grades 1-6. From 1980 to 1985 the Metropolitan Achievement Tests, 1978 edition, were used at grades K-6. The test series changed again between the spring 1985 and 1986 administrations: at that point a local equating study was done, the results of which are reflected above. The Stanford Early School Achievement Test, 1982 edition, was used at kindergarten and the California Achievement Tests, 1985 edition, at grades 1-6 in spring 1986.

FIGURE 86-C-6

DISTRIBUTION OF STUDENT SCORES
STANDARDIZED ACHIEVEMENT TESTS
ELEMENTARY MATHEMATICS
1977 THROUGH 1986

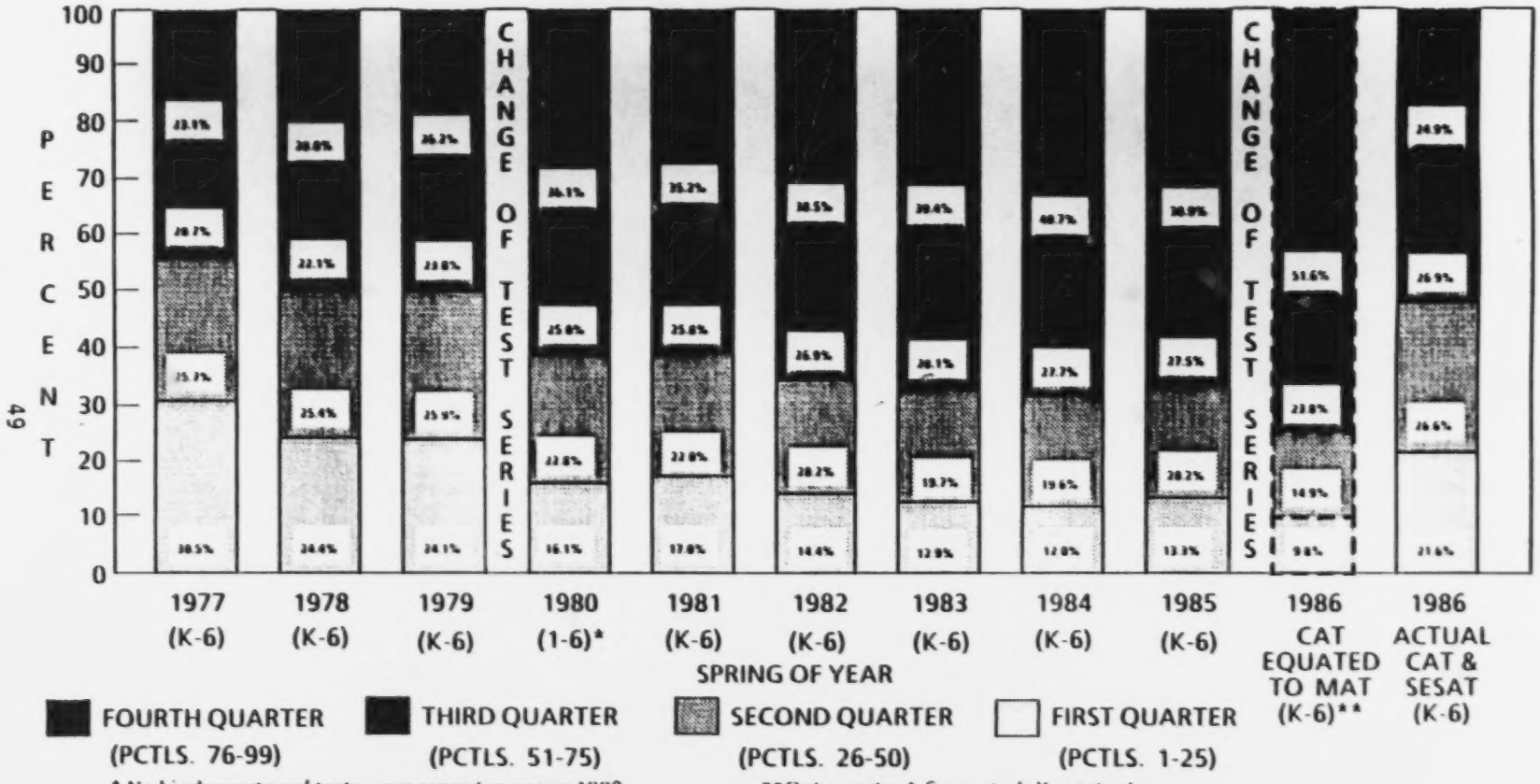
This figure displays grades K through 6 mathematics achievement scores for the spring administrations of the standardized achievement tests from 1977 through 1986. Scores are grouped into national norm achievement quarters. Before 1983, only nongraded students (NG, which included most full-time Special Education students) were excluded from this analysis. After 1982, all full-time Special Education students, most Resource students, and all nongraded students were excluded. That exclusion of additional Special Education students raised reported achievement levels. The figure is broken by the words "CHANGE OF TEST SERIES" between 1979 and 1980 and between 1985 and 1986. The note at the bottom of the figure identifies the tests in question and what is known of their relationships. However, in interpreting the local equating study results, it must be born in mind that they apparently show the impact of a "long-term practice effect" for the Metropolitan test, which in turn creates some artificial upward effect on the equated values shown, particularly at grades 1, 2, 4 and 5. Also, the change from the use of mean-based percentile rank scores to median percentile scores had the effect of relatively lowering the actual 1986 scores two-tenths of a percentile point for elementary mathematics.

The overall trend of grades K-6 mathematics scores from 1977 to 1985 had been toward higher achievement. The lowest quarter had decreased from 30.5 to 13.3, the highest quarter had increased from 23.1 to 38.9 percent, and the proportion above the 50th percentile had increased from 43.8 to 66.4 percent. The 1986 data implied a continuation and accentuation of that trend in an absolute or criterion-referenced context. An equating study done in spring 1985 provided a two-way "translation" table from scores on one test to scores on the other test and vice-versa. These conversions were applied to the CAT results obtained one year later in spring 1986, and the results indicated improved achievement, with the percentage of students in the lowest quarter decreasing further, that in the highest quarter and that above the 50th percentile increasing further. However, in a relative or norm-referenced context, elementary mathematics scores showed an overall trend since 1980 toward lower achievement. Compared to 1980, the actual 1986 CAT results showed a greater proportion of students in the lowest quarter (16.1% to 21.6%), and a smaller proportion both in the highest quarter (36.1% to 24.9%) and above the 50th percentile (61.1% to 51.8%).

These two contextual interpretations (absolute versus relative, or criterion-referenced versus norm-referenced) are not incompatible.

**FIGURE 86-C-6**

**DISTRIBUTION OF STUDENT SCORES**
**STANDARDIZED ACHIEVEMENT TESTS**
**ELEMENTARY MATHEMATICS**
**1977 THROUGH 1986**




* No kindergartners' tests were scored in spring 1980.

**Only grades 1-6 equated; K is actual.

Test series changed between the spring 1979 and 1980 administrations: in mathematics at grades 1-6, the publisher's equating data indicated that the earlier test was approximately equivalent to the later test; at the kindergarten level, the relationship was uncertain. From 1977 to 1979 the Tests of Basic Experiences, 1970 edition, were used at kindergarten and the Metropolitan Achievement Tests, 1970 edition, at grades 1-6. From 1980 to 1985 the Metropolitan Achievement Tests, 1978 edition, were used at grades K-6. The test series changed again between the spring 1985 and 1986 administrations: at that point a local equating study was done, the results of which are reflected above. The Stanford Early School Achievement Test, 1982 edition, was used at kindergarten and the California Achievement Tests, 1985 edition, at grades 1-6 in spring 1986.

FIGURE 86-C-7

DISTRIBUTION OF STUDENT SCORES
STANDARDIZED ACHIEVEMENT TESTS
SECONDARY READING
1977 THROUGH 1986

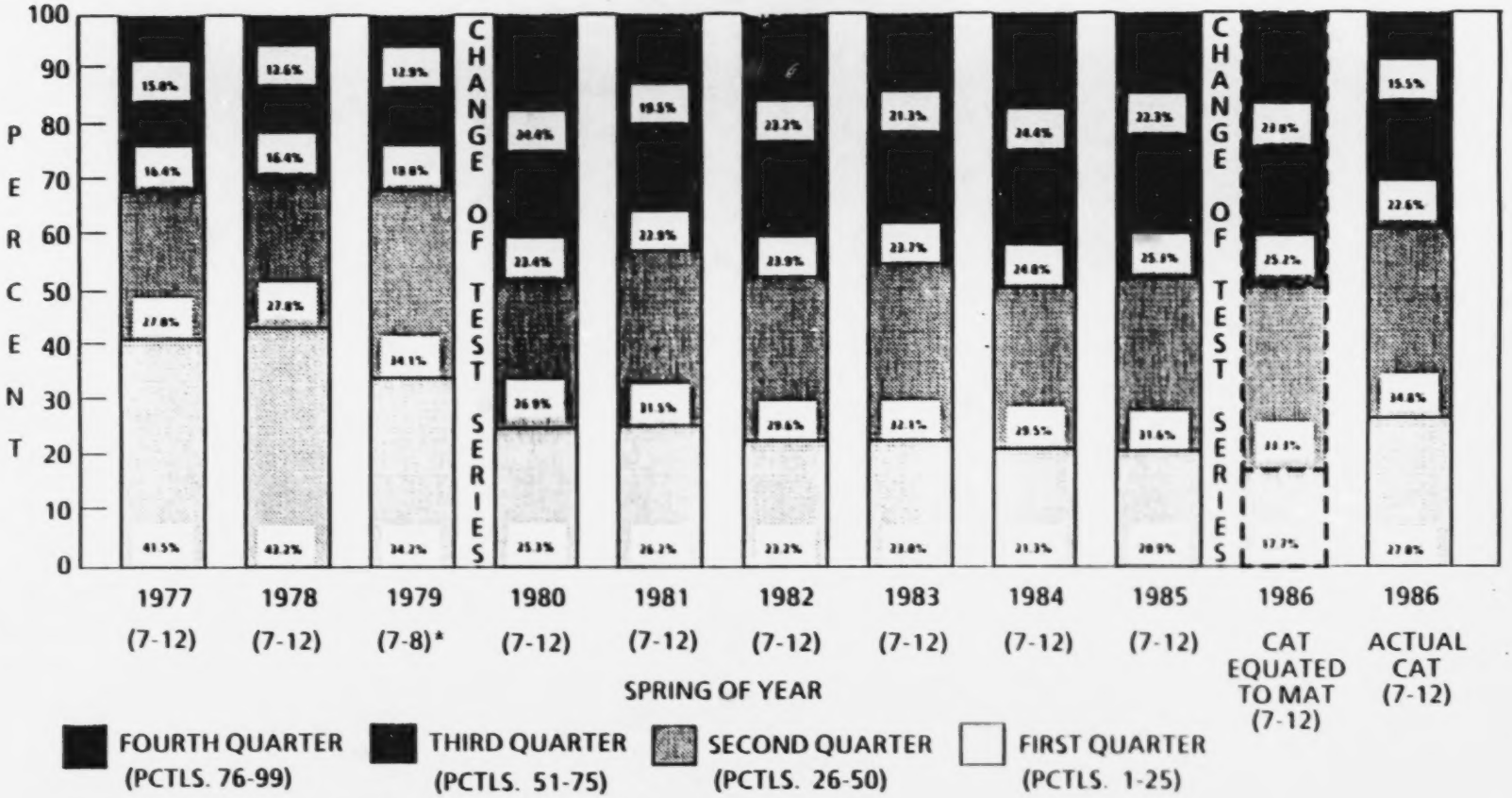
This figure displays grade 7 through 12 reading achievement scores for the spring administrations of standardized achievement tests from 1977 through 1986, with the exception of 1979 when the scores are for grades 7 and 8 only. Scores are grouped into national norm achievement quarters. Before 1983, only nongraded students (NG, which included most full-time Special Education students) were excluded from this analysis. After 1982, all full-time Special Education students, most Resource students, and all nongraded students were excluded. That exclusion of additional Special Education students raised reported achievement levels. The figure is broken by the words "CHANGE OF TEST SERIES" between 1979 and 1980 and between 1985 and 1986. The note at the bottom of the figure identifies the tests in question and what is known of their relationships. Also, the change from the use of mean-based percentile rank scores to median percentile scores had the effect of relatively lowering the actual 1986 scores 3.1 percentile points for secondary reading.

The overall trend of grades 7-12 reading scores from 1980 to 1985 had been toward somewhat higher achievement. While the percentage of students scoring above the 50th percentile had remained approximately stable (47.8% to 47.6%) as had the percentage of students in the highest quarter of achievement (24.4% to 22.3%), the percentage of students in the lowest quarter had declined from 25.3% to 20.9%. The 1986 data implied a continuation of that trend in an absolute or criterion-referenced context. An equating study done in spring 1985 provided a two-way "translation" table from scores on one test to scores on the other test and vice-versa. These conversions were applied to the CAT results obtained one year later in spring 1986, and the results indicated that the percentages of students above the 50th percentile (49.0%) and that in the highest quarter (23.8%) remained approximately stable, while that in the lowest quarter continued to decline (17.7%). However, in a relative or norm-referenced context, secondary reading scores showed an overall trend since 1980 toward lower achievement. Compared to 1980, the actual 1986 CAT results showed a smaller proportion of students both above the 50th percentile (47.8% to 38.1%) and in the highest quarter (24.4% to 15.5%) but a larger proportion in the lowest quarter (25.3% to 27.0%).

These two contextual interpretations (absolute versus relative, or criterion-referenced versus norm-referenced) are not incompatible.

FIGURE 86-C-7

DISTRIBUTION OF STUDENT SCORES
STANDARDIZED ACHIEVEMENT TESTS
SECONDARY READING
1977 THROUGH 1986




* Grades 9-12 were not tested in 1979.

Test series changed between the spring 1979 and 1980 administrations: in reading at grades 7 and 8, the publisher's equating data indicated that the earlier test tended to understate achievement relative to the later test; at grades 9 through 12, the relationship was uncertain. From 1977 to 1979 the Metropolitan Achievement Tests, 1970 edition, were used at grades 7 and 8 and the Gates-MacGinitie Reading Tests, 1964 edition, at 9 through 12. From 1980 to 1985 the Metropolitan Achievement Tests, 1978 edition, were used at grades 7 through 12. The test series changed again between the spring 1985 and 1986 administrations: at that point a local equating study was done, the results of which are reflected above. The California Achievement Tests, 1985 edition, were used at grades 7-12 in spring 1986.

FIGURE 86-C-8

DISTRIBUTION OF STUDENT SCORES
STANDARDIZED ACHIEVEMENT TESTS
SECONDARY MATHEMATICS
1977 THROUGH 1986

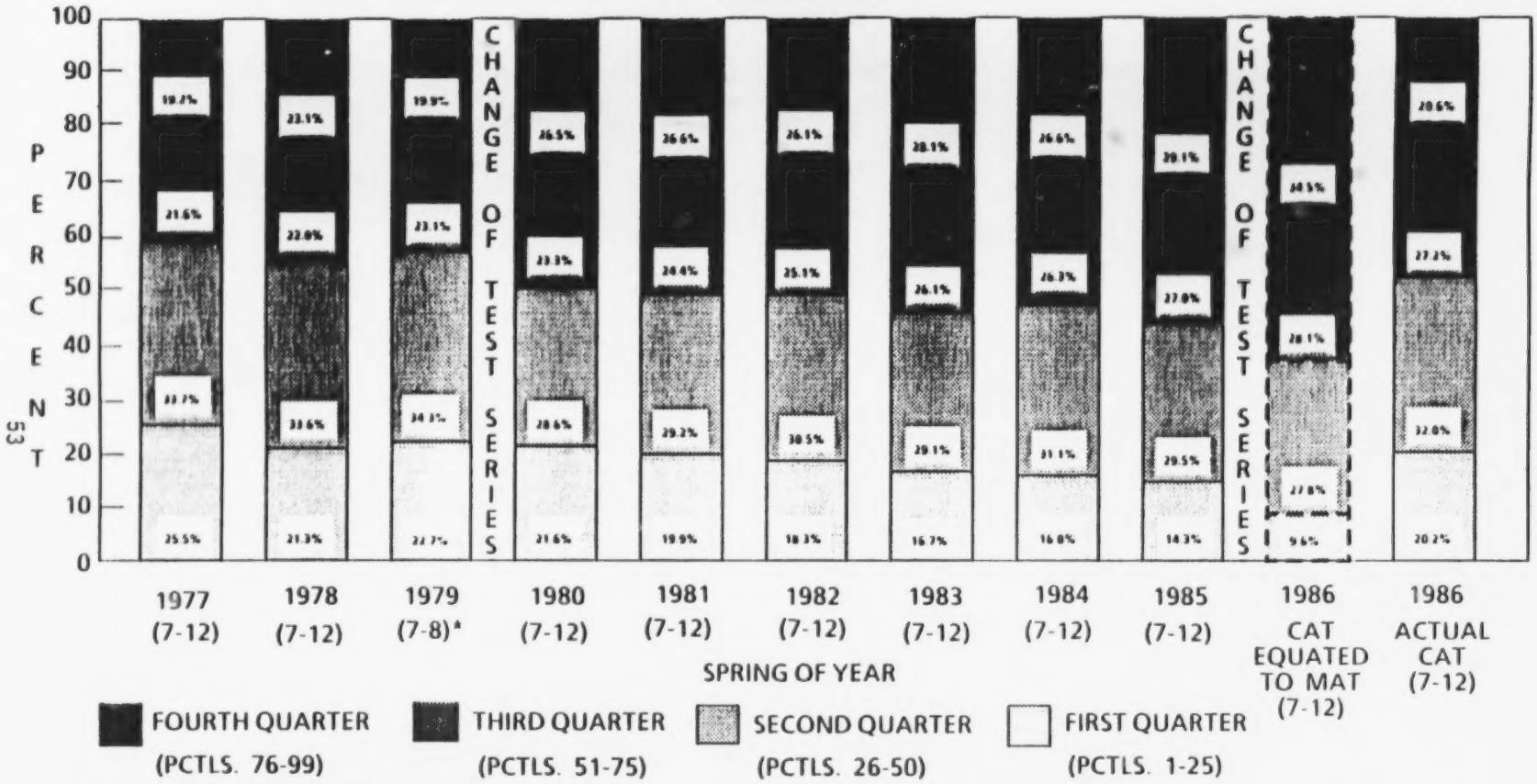
This figure displays grades 7 through 12 mathematics achievement scores for spring test administrations from 1977 through 1986, with the exception of 1979 when the scores are for grades 7 and 8 only. The scores are grouped into national norm achievement quarters. Before 1983, only nongraded students (NG, which included most full-time Special Education students) were excluded from this analysis. After 1982, all full-time Special Education students, most Resource students, and all nongraded students were excluded. That exclusion of additional Special Education students raised reported achievement levels. The figure is broken by the words "CHANGE OF TEST SERIES" between 1979 and 1980 and between 1985 and 1986. The note at the bottom of the figure identifies the tests in question and what is known of their relationships. Also, the change from the use of mean-based percentile rank scores to median percentile scores had the effect of relatively lowering the actual 1986 scores 2.5 percentile points for secondary mathematics.

The overall trend of grades 7 through 12 mathematics scores from 1977 to 1985 had been toward higher achievement. The lowest quarter had decreased from 25.5 to 14.3 percent, the highest quarter had increased from 19.2 to 29.1 percent, and the proportion above the 50th percentile had increased from 49.8 to 56.1 percent. The 1986 data implied a continuation of that trend in an absolute or criterion-referenced context. An equating study done in spring 1985 provided a two-way "translation" table from scores on one test to scores on the other test and vice-versa. These conversions were applied to the CAT results obtained one year later in spring 1986, and the results indicated improved achievement, with the percentage of students in the lowest quarter decreasing further and that in the highest quarter and that above the 50th percentile increasing further. However, in a relative or norm-referenced context, secondary mathematics scores showed an overall trend since 1980 toward somewhat lower achievement. Compared to 1980, the actual 1986 CAT results showed a smaller proportion in both the highest quarter (26.5% to 20.6%) and above the 50th percentile (49.8% to 47.8%).

These two contextual interpretations (absolute versus relative, or criterion-referenced versus norm-referenced) are not incompatible.

FIGURE 86-C-8

DISTRIBUTION OF STUDENT SCORES
STANDARDIZED ACHIEVEMENT TESTS
SECONDARY MATHEMATICS
1977 THROUGH 1986




* Grades 9-12 were not tested in 1979.

Test series changed between the spring 1979 and 1980 administrations: in mathematics at grades 7 and 8, the publisher's equating data indicated that the earlier test tended to understate achievement relative to the later test; at grades 9 through 12, the relationship was uncertain. From 1977 to 1979 the Metropolitan Achievement Tests, 1970 edition, were used at grades 7 and 8, and the Stanford Test of Academic Skills, 1973 edition, at 9 through 12. From 1980 to 1985 the Metropolitan Achievement Tests, 1978 edition, were used at grades 7 through 12. The test series changed again between the spring 1985 and 1986 administrations: at that point a local equating study was done, the results of which are reflected above. The California Achievement Tests, 1985 edition, were used at grades 7-12 in spring 1986.

FIGURE 86-C-9

KINDERGARTEN AND PRIMARY GRADES
STANDARDIZED ACHIEVEMENT TESTS
1983-84, 1984-85, 1985-86

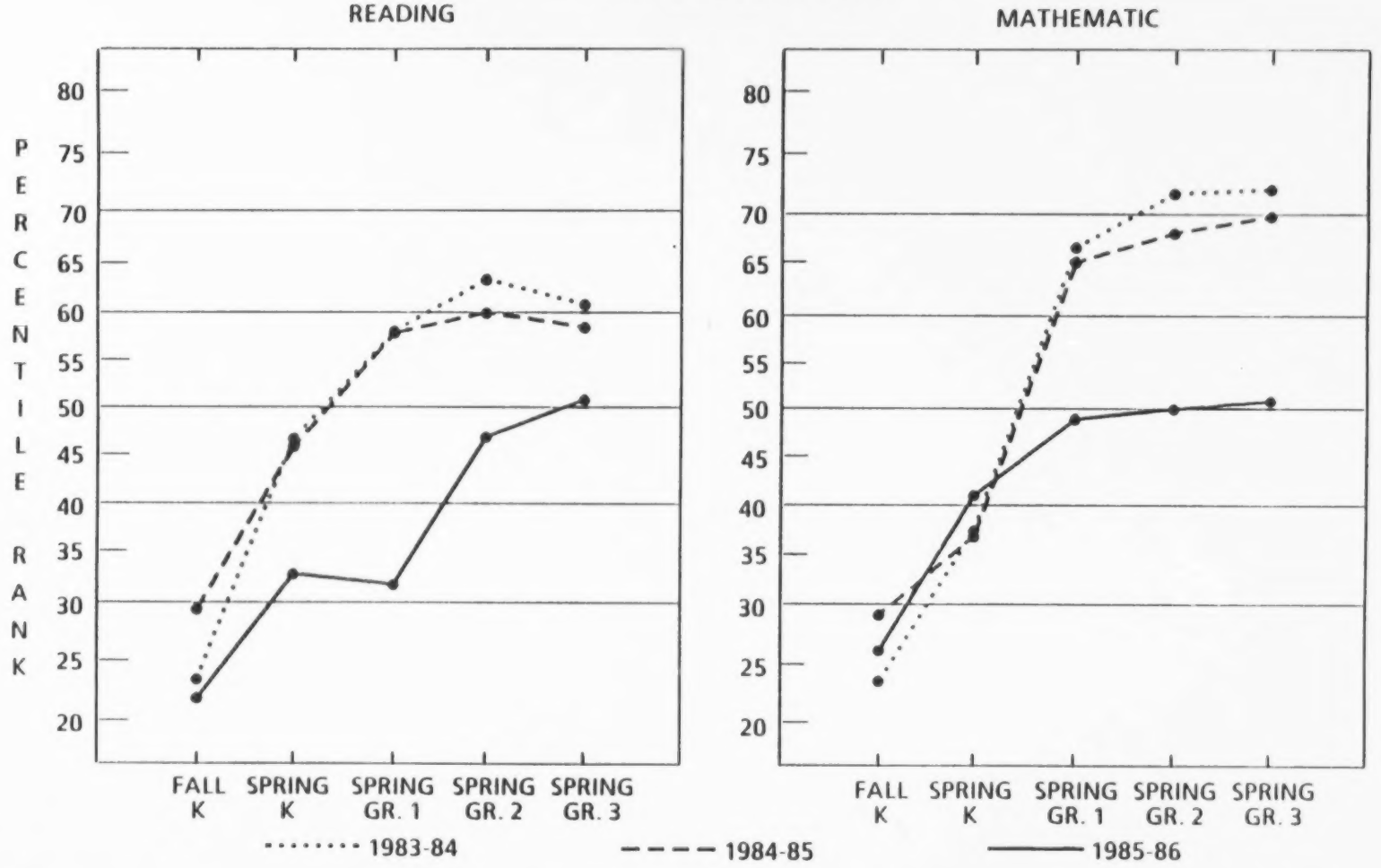
This figure compares kindergarten and primary (grades 1-3) achievement in reading and mathematics for 1983-84, 1984-85, and 1985-86. Kindergarten achievement is given for fall and spring testing; primary achievement is given for spring testing only. The dots represent the national percentile rank corresponding to the central value of scores for each testing period and grade level in these years. Test series changed between the 1984-85 and 1985-86 school years. The note at the bottom of the figure identifies the tests in question and what is known of their relationships, as well as the indicator of central value used.

Full-time Special Education students and most Resource (part-time Special Education) students are excluded from this figure.

In all three years, student performance is generally higher in mathematics than in reading, except for kindergarten spring testing in 1983-84 and 1984-85. Each fall, kindergartners' performance was below the 30th percentile in both reading and mathematics. In 1983-84 and 1984-85, kindergartners' reading scores increased to close to the 50th percentile by spring, but their mathematics scores increased only to approximately the 38th percentile. In 1985-86, kindergartners' reading scores increased only to somewhat above the 30th percentile but their mathematics scores to over the 40th percentile. At grades 1 through 3, the first two years shown reflect a similar pattern, all well above the 50th percentile with mathematics higher than reading. In 1985-86, this pattern varies. Mathematics is around the 50th percentile in all three grades but reading only in grades 2 and 3, with grade 1 near the 30th percentile.

**FIGURE 86-C-9**

**KINDERGARTEN AND PRIMARY GRADES**
**STANDARDIZED ACHIEVEMENT TESTS**
**1983-84, 1984-85, 1985-86**




Test series changed between the 1984-85 and 1985-86 administrations. At that point a local equating study was done for grades 1 through 12 only, the results of which are reflected or described in Figures 86-C-1 through 5. Values for 1983-84 and 1984-85 are percentile ranks corresponding to mean NCE's; 1985-86 values are median percentile ranks. In 1983-84 and 1984-85 the Metropolitan Achievement Tests (1978 edition) were used at all grades levels shown. In 1985-86 the California Achievement Tests (1985 edition) were used in fall of kindergarten and in spring of grades 1 through 3, the Stanford Early School Achievement Test in spring of kindergarten.

FIGURE 86-C-10

ACHIEVEMENT OF DISTRICT STABLE/MOBILE STUDENTS
CENTRAL PERCENTILE VALUES
CALIFORNIA ACHIEVEMENT TESTS
SPRING 1986

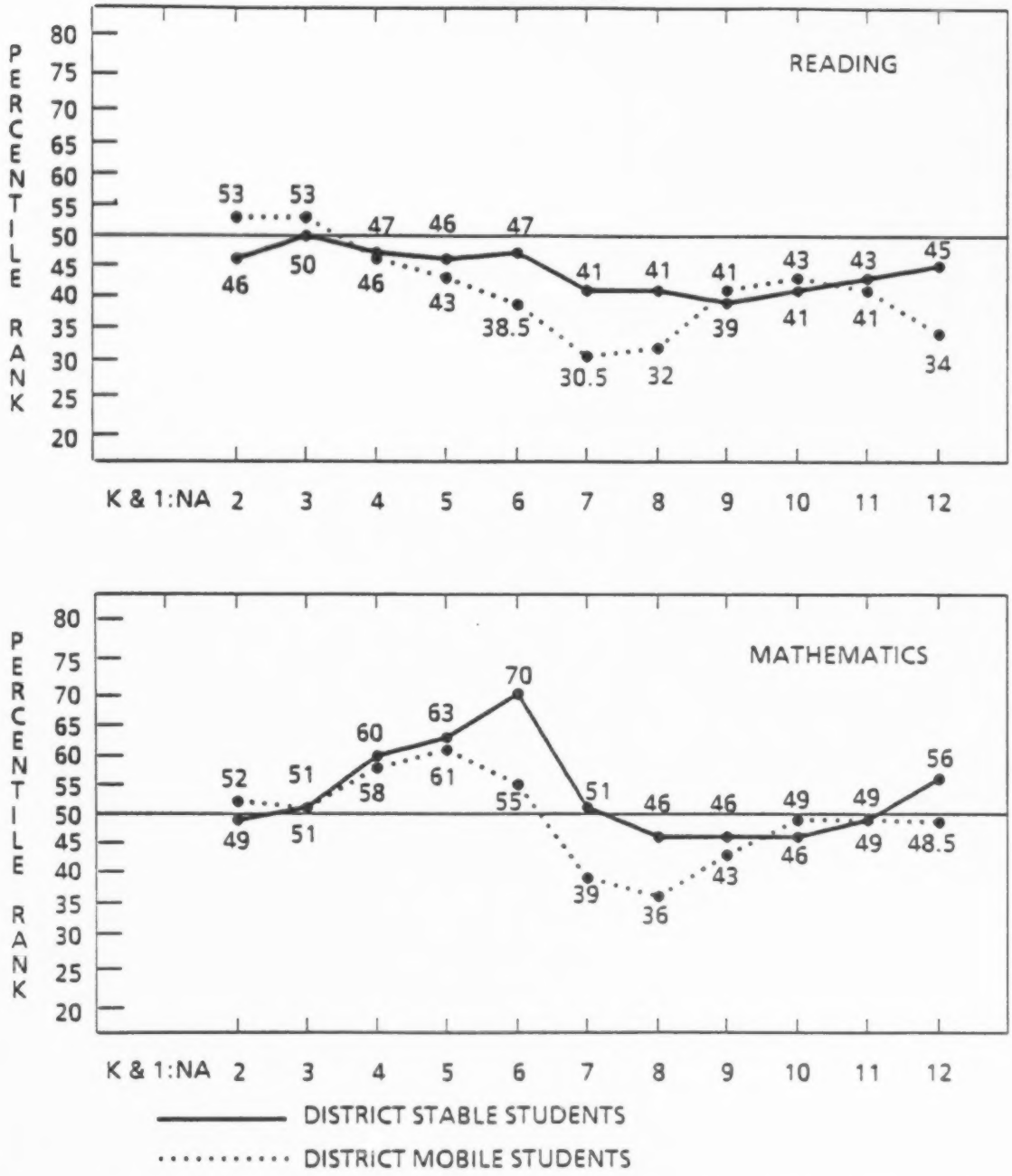
This figure presents views of spring 1986 data from the California Achievement Tests (CAT) in reading and mathematics by grade. Each dot represents the average performance (median), expressed in percentile rank scores, of a group of students at a given grade level. The students tested are divided into two contrasting groups: "District stable students", who were enrolled in the District at the beginning of the 1983-84 school year, and "District mobile students", who were not enrolled in the District at that time. Although exceptions are possible, the assumption is that "stable" students were in the District during the three school years prior to the test, and that "mobile" students entered the District at some point during the three-year period.

Full-time Special Education students and most Resource (part-time Special Education) students are excluded from this figure.

In both reading and mathematics, "stable" students outperformed "mobile" students at each grade level analyzed, with the exception of grades 2, 3, 9, and 10 in reading and grades 2, 3, 10, and 11 in mathematics. Differences in performance were approximately 10 percentile points or more at grades 6 through 8 and 12 in reading and at grades 6 through 8 in mathematics, and they were smaller at other grades.

**FIGURE 86-C-10**

**ACHIEVEMENT OF DISTRICT STABLE/MOBILE STUDENTS**
**CENTRAL PERCENTILE VALUES**
**CALIFORNIA ACHIEVEMENT TESTS**
**SPRING 1986**




N (stable) approximates from 1,600 to 1,800 at grades 2-9, and from 1,000 to 1,550 at grades 10-12. N (mobile) approximates from 225 to 450 at grades 2-11, and 100 at grades 12.

Note: Despite serious data integrity problems (described in connection with Table 86-F-1 and Figures 86-H-2 and 3), the Project Manager judged that the general purposes of this figure could be adequately met despite partially faulty data.

TABLE 86-C-11

STUDENTS SCORING AT OR ABOVE 88TH PERCENTILE
IN BOTH READING AND MATHEMATICS
STANDARDIZED ACHIEVEMENT TESTS
SPRING 1986

This table shows by-grade counts of students who scored above the 88th percentile in both reading and mathematics on the spring 1986 administration of the standardized achievement tests. The California Achievement Tests (1985 edition) were given at grades 1-12 and the Stanford Early School Achievement Test (1982 edition) at kindergarten. The 88th percentile is roughly equivalent to the 8th stanine (the middle stanine of the above-average range). In addition to the by-grade counts of these high-achieving students, the table shows the percentage which they represent of the District by grade enrollment. Finally, an ethnic distribution of the high-achieving students is provided.

There were 1,310 students who scored at this level of achievement. The highest numbers were at grades 6, 3, and 1, with the highest percentage (7%) at grade 6. The total District percentage was 4 percent. Of the 1,310 students who ranked in this score range, 78 percent were Caucasian, 16 percent were Black, and 3 percent were Spanish Surname.

**TABLE 86-C-11**

**STUDENTS SCORING AT OR ABOVE 88TH PERCENTILE IN BOTH READING AND MATHEMATICS STANDARDIZED ACHIEVEMENT TESTS SPRING 1986**

| GRADE | TOTAL NUMBER | PERCENT OCTOBER 1985 ENROLLMENT | ETHNIC PERCENT FOR "TOTAL NUMBER" | | | |
|---|---|---|---|---|---|---|
| | | | CAUCASIAN | BLACK | SPANISH SURNAME | OTHER |
| K | 32 | 1% | 81% | 13% | 6% | 0% |
| 1 | 136 | 4% | 61% | 32% | 4% | 2% |
| 2 | 93 | 4% | 72% | 23% | 4% | 1% |
| 3 | 134 | 6% | 80% | 16% | 0% | 4% |
| 4 | 118 | 5% | 79% | 14% | 3% | 4% |
| 5 | 108 | 5% | 83% | 12% | 2% | 3% |
| 6 | 141 | 7% | 79% | 16% | 3% | 3% |
| 7 | 94 | 4% | 81% | 16% | 1% | 2% |
| 8 | 84 | 4% | 85% | 8% | 5% | 2% |
| 9 | 84 | 3% | 79% | 17% | 1% | 4% |
| 10 | 96 | 4% | 86% | 5% | 4% | 4% |
| 11 | 97 | 5% | 79% | 15% | 4% | 1% |
| 12 | 75 | 6% | 83% | 15% | 1% | 1% |
| NG | 18 | 1% | 83% | 12% | 2% | 3% |
| ALL | 1,310 | 4% | 78% | 16% | 3% | 3% |
| NOTE: THESE ARE THE OCTOBER 1985 ETHNIC PERCENTS FOR ALL DISTRICT STUDENTS | | | 33% | 52% | 12% | 3% |

FIGURE 86-C-12

ACHIEVEMENT EXCLUDING LIMITED ENGLISH PROFICIENCY (LEP) STUDENTS
MEDIAN PERCENTILE RANKS
SPRING 1986 STANDARDIZED ACHIEVEMENT TEST

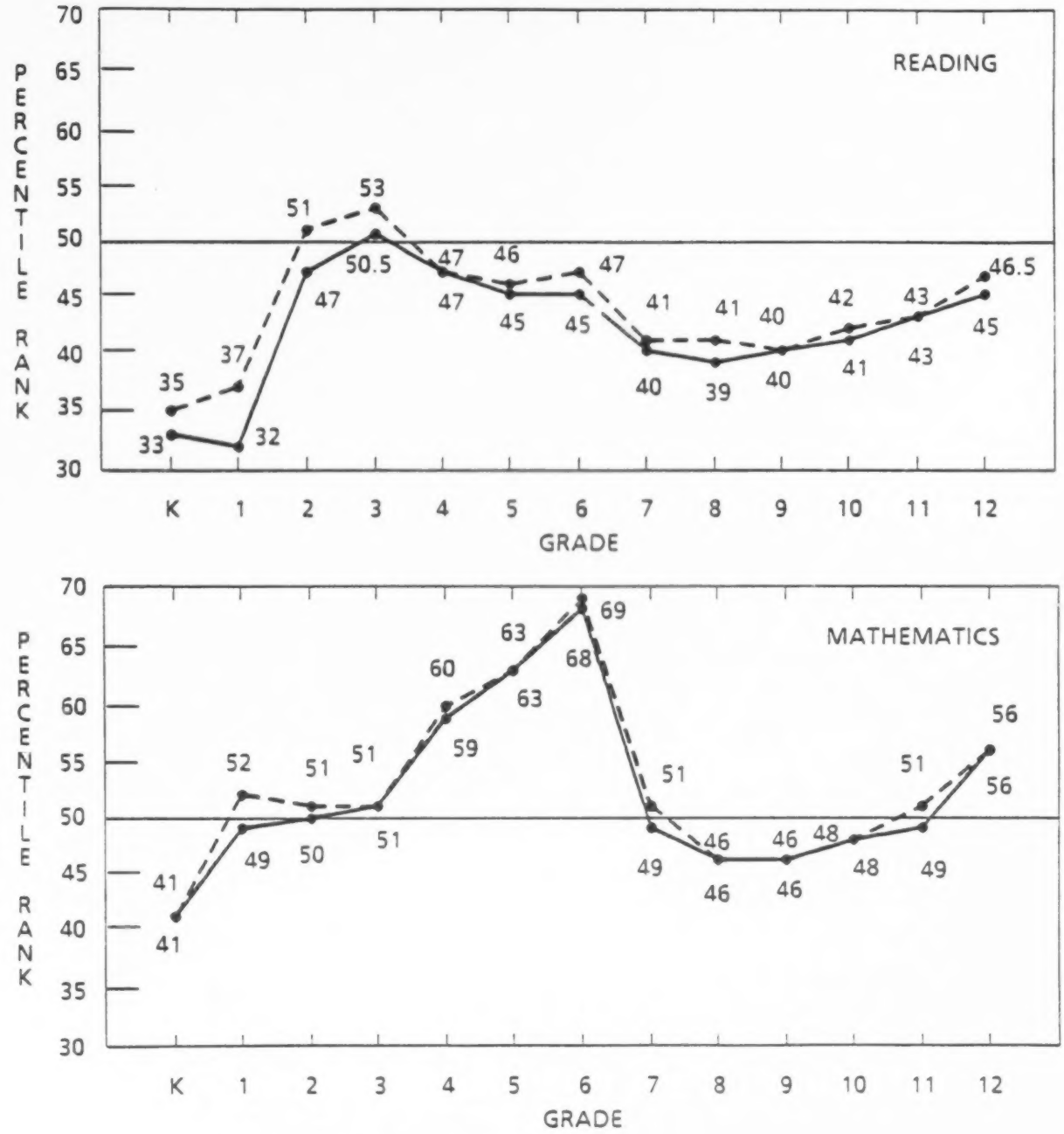
This figure presents views of spring 1986 data from the California Achievement Tests (CAT) in reading and mathematics by grade. Each dot represents the average performance (median), expressed in percentile rank scores, of a group of students at a given grade level. The data points on the solid line show the performance of all non-Special Education students. The points on the dashed line show the performance of a subset of the first group, namely all non-Special Education students who are not of limited English proficiency (LEP).

Full-time Special Education students and most Resource (part-time Special Education) students are excluded from this figure.

In both reading and mathematics, the non-LEP group of students equaled or outperformed the all-students group at each grade level analyzed. Differences in performance were generally greater in reading than in mathematics and were most pronounced in the primary grades in reading. The differences in percentile ranks range as high as five (in grade 1 reading).

FIGURE 86-C-12

ACHIEVEMENT EXCLUDING LIMITED ENGLISH PROFICIENCY (LEP) STUDENTS
MEDIAN PERCENTILE RANKS
SPRING 1986 STANDARDIZED ACHIEVEMENT TESTS




Number of LEP students excluded ranged from 100 to 300 at K-12, below 100 at 4-12.

FIGURE 86-C-13

CENTRAL PERCENTILE VALUES
FOR DISTRICT AND MAJOR ETHNIC GROUPS
STANDARDIZED ACHIEVEMENT TESTS
ELEMENTARY READING
1977 THROUGH 1986

This figure displays District elementary (grades 1-6) reading achievement levels on the spring administration of the Metropolitan Achievement Tests for the period 1977 through 1986. Achievement levels are presented for the major ethnic groups in the District: Caucasian, Black and Spanish Surname. The dots in the figure represent the national percentile rank derived from scores at these levels. Special Education students are excluded from this analysis.

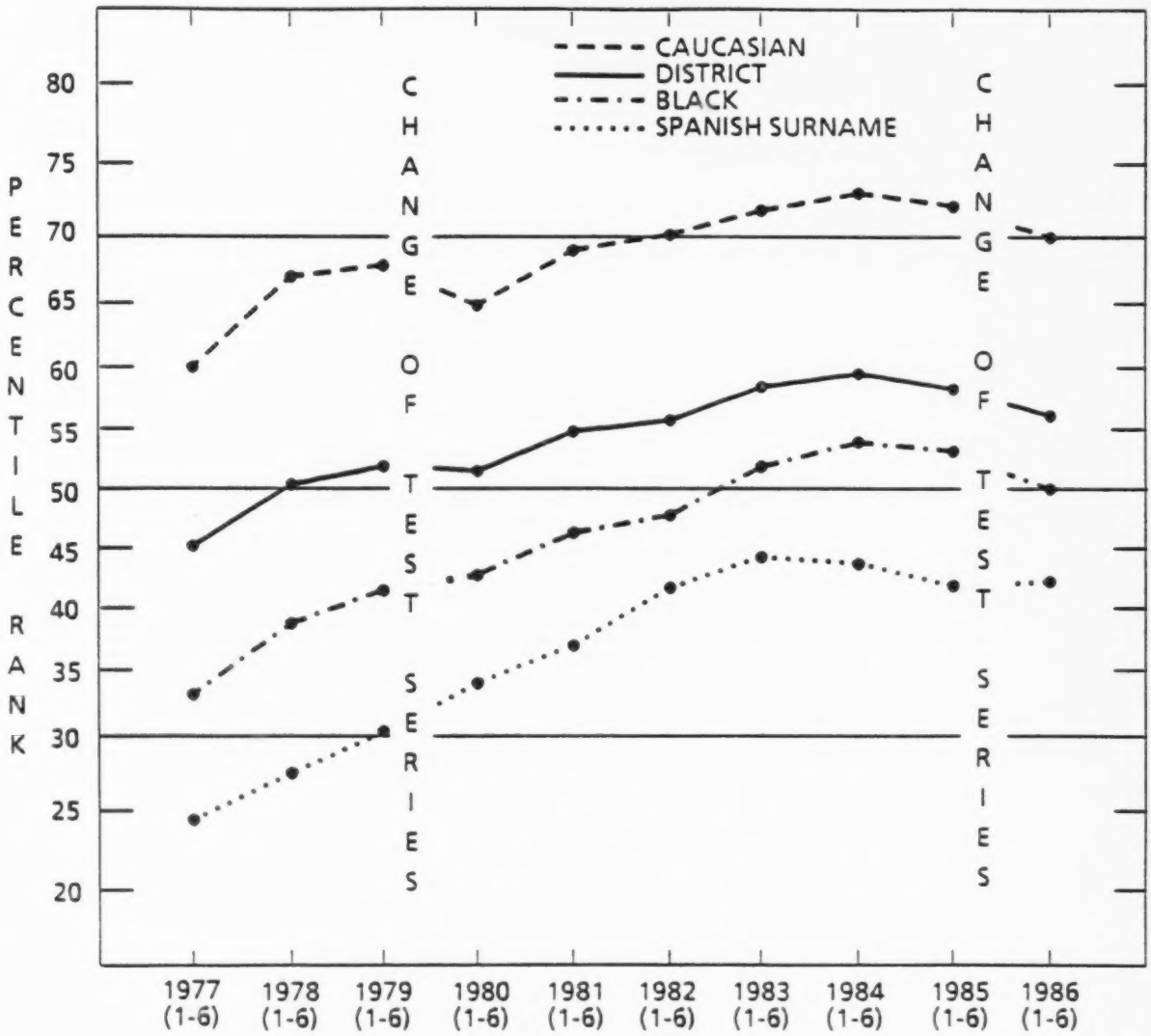
Before 1983, only nongraded (NG) students were excluded from this analysis; at that time, the NG category included most full-time Special Education students. After 1982, all full-time Special Education students, most Resource (part-time Special Education) students, as well as all nongraded (NG) students, were excluded from the analysis. The exclusion of additional Special Education students at that point raised reported achievement levels.

This figure is broken by the words "CHANGE OF TEST SERIES" between 1979 and 1980 and between 1985 and 1986. The note at the bottom of the figure identifies the tests in question and what is known of their relationships. Also, the change from the use of mean-based percentile rank scores to median percentile rank scores had the effect of relatively lowering the actual 1986 reading scores three-tenths of a percentile point for grades 1 through 6 combined.

Overall, reading achievement levels, in the norm-referenced context shown, improved at grades 1 through 6 from 1977 to 1986 for all major ethnic groups. Relative standing of the three groups remained largely consistent, with Caucasian students exceeding the District average and Black and Spanish Surname students falling below that average. The average achievement levels of both Black and Spanish Surname students have come closer to the District average over this period. These achievement levels showed some decline in 1985 and 1986 in this norm-referenced context. An alternative interpretation of the 1986 results in a criterion-referenced context is presented in the description of Figure 86-C-5.

**FIGURE 86-C-13**

**CENTRAL PERCENTILE VALUES**
**FOR DISTRICT AND MAJOR ETHNIC GROUPS**
**STANDARDIZEDACHIEVEMENT TESTS**
**ELEMENTARY READING**
**1977 THROUGH 1986**




Test series changed between the 1979 and 1980 administrations. In reading at grades 1 through 6 the publisher's equating data indicated that the earlier test tends to overstate achievement relative to the later test. Test series changed again between the 1985 and 1986 administrations: at that point a local equating study was done, the results of which are reflected or described in Figures 86-C-1, 2, and 5 and their descriptions. Values prior to 1986 are percentile ranks corresponding to mean NCE's; 1986 values are median percentile ranks. Prior to 1980, the Metropolitan Achievement Tests (1970 edition) were used at grades 1-6. From 1980 through 1985 the Metropolitan Achievement Tests (1978 edition) were used. In spring 1986 the California Achievement Tests (1985 edition) were used.

Data values for this figure are found in Table 86-C-17.

FIGURE 86-C-14

CENTRAL PERCENTILE VALUES
FOR DISTRICT AND MAJOR ETHNIC GROUPS
STANDARDIZED ACHIEVEMENT TESTS
ELEMENTARY MATHEMATICS
1977 THROUGH 1986

This figure displays District elementary (grades 1-6) mathematics achievement levels on the spring administration of the Metropolitan Achievement Tests for the period 1977 through 1986. Achievement levels are presented for the major ethnic groups in the District: Caucasian, Black and Spanish Surname. The dots in the figure represent the national percentile rank derived from scores at these grade levels. Special Education students are excluded from this analysis.

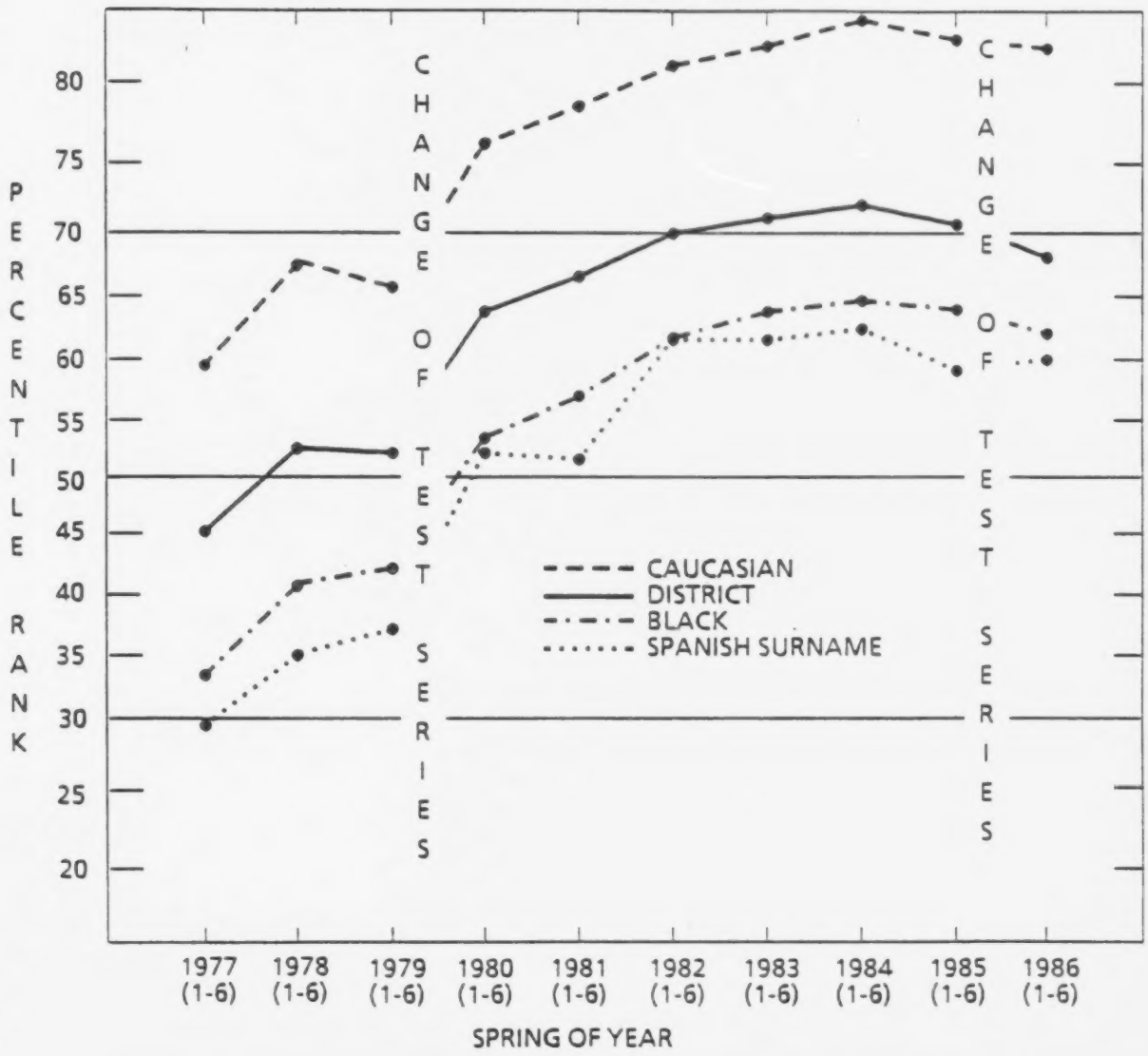
Before 1983, only nongraded (NG) students were excluded from this analysis; at that time, the NG category included most full-time Special Education students. After 1982, all full-time Special Education students, most Resource (part-time Special Education) students, as well as all nongraded (NG) students, were excluded from the analysis. The exclusion of additional Special Education students at that point raised reported achievement levels.

This figure is broken by the words "CHANGE OF TEST SERIES" between 1979 and 1980 and between 1985 and 1986. The note at the bottom of the figure identifies the tests in question and what is known of their relationships. Also, the change from the use of mean-based percentile rank scores to median percentile rank scores had the effect of relatively lowering the actual 1986 mathematics scores eight-tenths of a percentile points for grades 1-6 combined.

Overall, mathematics achievement levels, in the norm-referenced context shown, improved at grades 1 through 6 from 1977 to 1986 for all major ethnic groups. Relative standing of the three groups remained largely consistent, with Caucasian students exceeding the District average and Black and Spanish Surname students falling below that average. The average achievement levels of both Black and Spanish Surname students have come closer to the District average over this period. These achievement levels showed some decline in 1985 and 1986 in this norm-referenced context. An alternative interpretation of the 1986 results in a criterion-referenced context is presented in the description of Figure 86-C-6.

FIGURE 86-C-14

CENTRAL PERCENTILE VALUES
FOR DISTRICT AND MAJOR ETHNIC GROUPS
STANDARDIZED ACHIEVEMENT TESTS
ELEMENTARY MATHEMATICS
1977 THROUGH 1986




Test series changed between the 1979 and 1980 adminstrations. In mathematics at grades 1 through 6 the publisher's equating data indicated that achievement levels of the earlier test are approximately equivalent to those of the later test. Test series changed again between the 1985 and 1986 administrations: at that point a local equating study was done, the results of which are reflected or describe in Figures 86-C-1, 3, and 6 and their descriptions. Values prior to 1986 are percentile ranks corresponding to mean NCE's; 1986 values are median percentile ranks. Prior to 1980, the Metropolitan Achievement Tests (1970 edition) were used at grades 1-6 . From 1980 through 1985 the Metropolitan Achievement Tests (1978 edition) were used. In spring 1986 the California Achievement tests (1985 edition) were used.

Data values for this figure are found in Table 86-C-17.

FIGURE 86-C-15

CENTRAL PERCENTILE VALUES
FOR DISTRICT AND MAJOR ETHNIC GROUPS
STANDARDIZED ACHIEVEMENT TESTS
SECONDARY READING
1977 THROUGH 1986

This figure displays District secondary (grades 7-12) reading achievement levels on the spring administration of standardized achievement tests for the period 1977 through 1986. The 1979 data is restricted to grades 7 and 8. Achievement levels are presented for the major ethnic groups in the District: Caucasian, Black and Spanish Surname. The dots in the figure represent the national percentile rank derived from scores at these grade levels. Special Education students are excluded from this analysis.

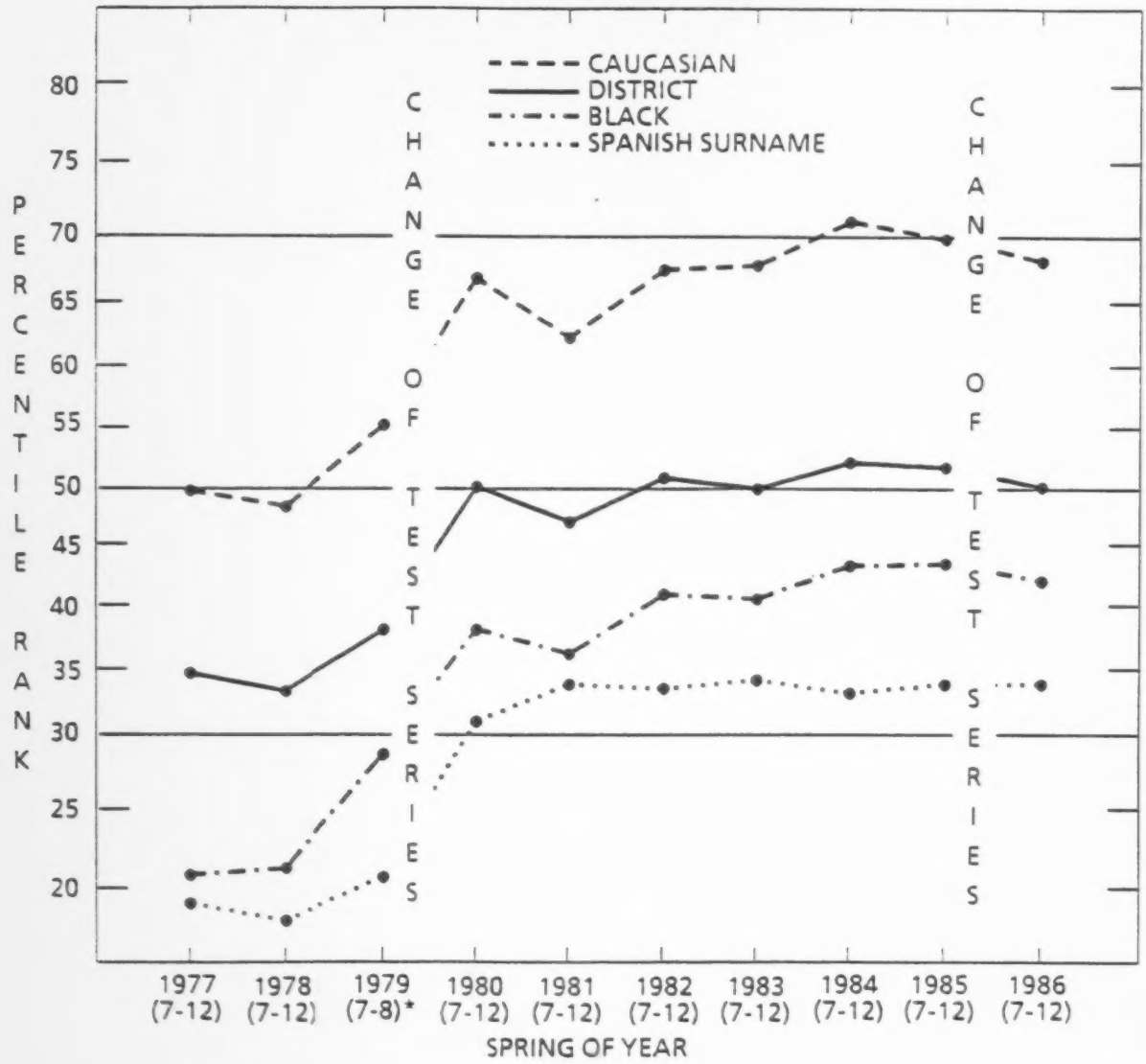
Before 1983, only nongraded (NG) students were excluded from this analysis; at that time, the NG category included most full-time Special Education students. After 1982, all full-time Special Education students, most Resource (part-time Special Education) students, as well as all nongraded (NG) students, were excluded from the analysis. The exclusion of additional Special Education students at that point raised reported achievement levels.

This figure is broken by the words "CHANGE OF TEST SERIES" between 1979 and 1980 and between 1985 and 1986. The note at the bottom of the figure identifies the tests in question and what is known of their relationships. Also, the change from the use of mean-based percentile rank scores to median percentile rank scores had the effect of relatively lowering the actual 1986 scores 3.1 percentile points for secondary reading.

Overall, reading achievement levels, in the norm-referenced context shown, improved at grades 7 through 12 from 1977 to 1986 for all major ethnic groups. Relative standing of the three groups remained largely consistent, with Caucasian students exceeding the District average and Black and Spanish Surname students falling below that average. The average achievement levels of both Black and Spanish Surname students have come closer to the District average over this period. These achievement levels showed some decline in 1985 and 1986 in this norm-referenced context. An alternative interpretation of the 1986 results in a criterion-referenced context is presented in the description of Figure 86-C-7.

FIGURE 86-C-15

CENTRAL PERCENTILE VALUES
FOR DISTRICT AND MAJOR ETHNIC GROUPS
STANDARDIZED ACHIEVEMENT TESTS
SECONDARY READING
1977 THROUGH 1986




*Grades 9-12 were not tested in 1979. Data values for this figure are found in Table 86-C-17.

Test series changed between the 1979 and 1980 administrations. In reading at grades 7 and 8 the publisher's equating data indicated that the earlier test tends to understate achievement relative to the later test. At grades 9 through 12 the relationship is uncertain. Test series changed again between the 1985 and 1986 administrations: at that point a local equating study was done, the results of which are reflected or described in Figures 86-C-1, 2, and 7 and their descriptions. Values prior to 1986 are percentile ranks corresponding to mean NCE's; 1986 values are median percentile ranks. Prior to 1980, the Metropolitan Achievement Tests (1970 edition) were used at grades 7 and 8 and in reading the Gates-MacGinitie Reading Tests at 9 through 12. From 1980 through 1985, the Metropolitan Achievement Tests (1978 edition) were used at grades 7 through 12. In Spring 1986 the California Achievement Tests (1985 edition) were used.

FIGURE 86-C-16

CENTRAL PERCENTILE VALUES
FOR DISTRICT AND MAJOR ETHNIC GROUPS
STANDARDIZED ACHIEVEMENT TESTS
SECONDARY MATHEMATICS
1977 THROUGH 1986

This figure shows District secondary (grades 7-12) mathematics achievement on the spring administration of standardized achievement tests from 1977 through 1986. The 1979 data is restricted to grades 7 and 8. Achievement levels of the major ethnic groups in the District are presented for this period. The dots in the figure represent the national percentile rank derived from scores at these grade levels. Special Education students are excluded from this analysis.

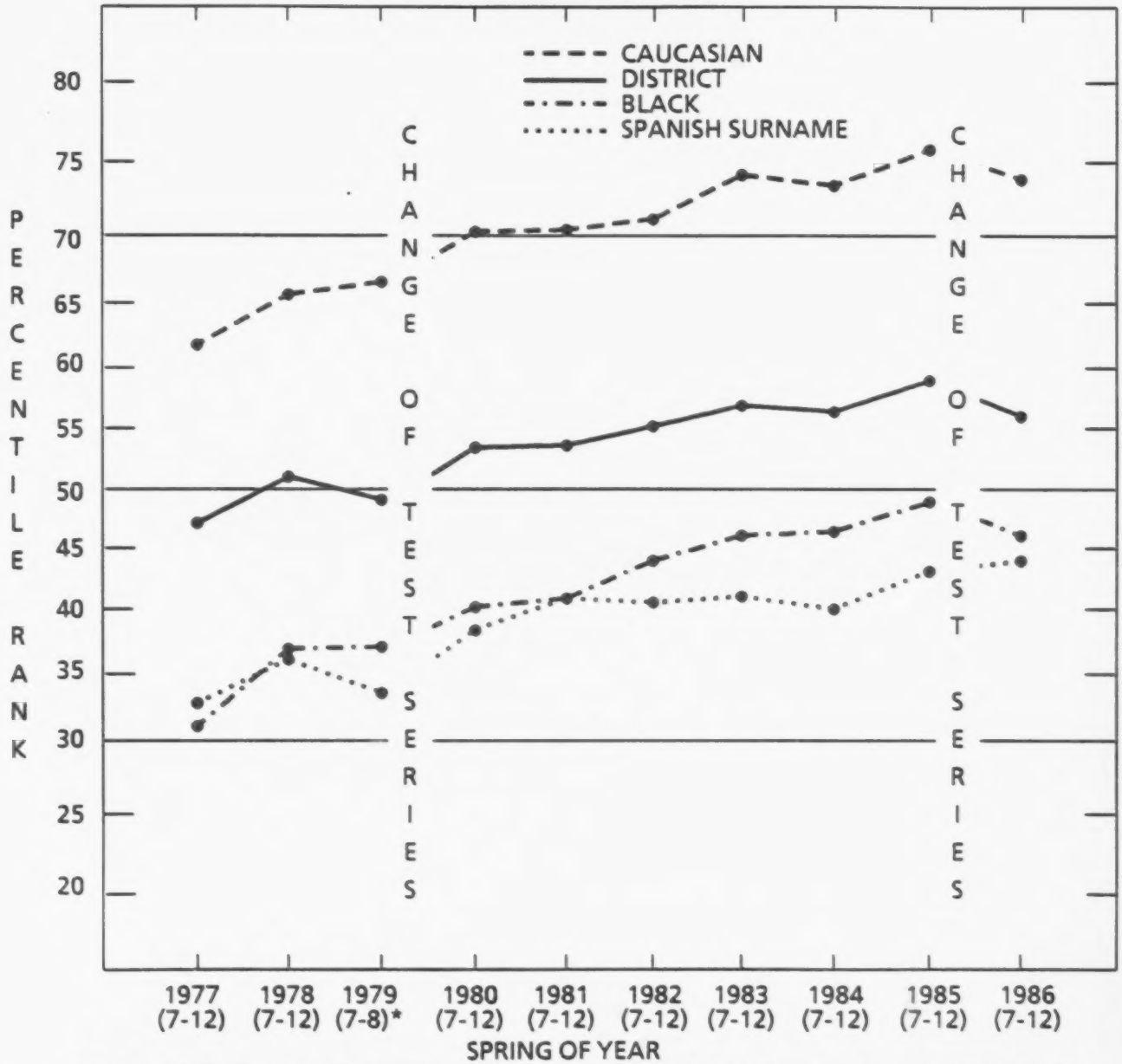
Before 1983, only nongraded (NG) students were excluded from this analysis; at that time, the NG category included most full-time Special Education students. After 1982, all full-time Special Education students, most Resource (part-time Special Education) students, as well as all nongraded (NG) students, were excluded from the analysis. The exclusion of additional Special Education students at that point raised reported achievement levels.

This figure is broken by the words "CHANGE OF TEST SERIES" between 1979 and 1980 and between 1985 and 1986. The note at the bottom of the figure identifies the tests in question and what is known of their relationships. Also, the change from the use of mean-based percentile rank scores to median percentile rank scores had the effect of relatively lowering the actual 1986 scores 2.5 percentile points for secondary mathematics.

Overall, mathematics achievement levels, in the norm-referenced context shown, improved at grades 7 through 12 from 1977 to 1986 for all major ethnic groups. Relative standing of the three groups remained largely consistent, with Caucasian students exceeding the District average and Black and Spanish Surname students falling below that average. The average achievement levels of both Black and Spanish Surname students have come closer to the District average over this period. These achievement levels showed some decline in 1986 in this norm-referenced context. An alternative interpretation of the 1986 results in a criterion-referenced context is presented in the description of Figure 86-C-8.

**FIGURE 86-C-16**

**CENTRAL PERCENTILE VALUES
FOR DISTRICT AND MAJOR ETHNIC GROUPS
STANDARDIZED ACHIEVEMENT TESTS
SECONDARY MATHEMATICS
1977 THROUGH 1986**




*Grades 9-12 were not tested in 1979.

Data values for this figure are found in Table 86-C-17.

Test series changed between the 1979 and 1980 administrations. In mathematics at grades 7 and 8 the publisher's equating data indicated that the earlier test tends to understate achievement relative to the later test. At grades 9 through 12, the relationship is uncertain. Test series changed again between the 1985 and 1986 administrations: at that point a local equating study was done, the results of which are reflected or described in Figures 86-C-1, 3, and 8 and their descriptions. Values prior to 1986 are percentile ranks corresponding to mean NCE's; 1986 values are median percentile ranks. Prior to 1980, the Metropolitan Achievement Tests (1970 edition) were used at grades 7 and 8 and in mathematics the Standford Test of Academic Skills at 9 through 12. From 1980 through 1985 the Metropolitan Achievement Tests (1978 edition) were used. The California Achievement Tests (1985 edition) were used at grades 7 through 12 in spring 1986.

TABLE 86-C-17

CENTRAL PERCENTILE VALUES
FOR DISTRICT AND MAJOR ETHNIC GROUPS
STANDARDIZED ACHIEVEMENT TESTS
ELEMENTARY AND SECONDARY READING AND MATHEMATICS
1977 THROUGH 1986

This table displays the actual data values which are found in graphic form in Figures 85-C-13 through 86-C-16. Please refer to the narratives accompanying these figures for explanation and interpretation of these values.

## TABLE 86-C-17

## CENTRAL PERCENTILE VALUES FOR DISTRICT AND MAJOR ETHNIC GROUPS STANDARDIZED ACHIEVEMENT TESTS ELEMENTARY AND SECONDARY READING AND MATHEMATICS 1977 THROUGH 1986

| | YEARS OF SPRING TESTING | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1977 | 1978 | 1979 | | 1980 | 1981 | 1982 | 1983 | 1984 | 1985 | 1986 |
| **BLACK** | | | | CHANGE | | | | | | CHANGE | |
| ELEM. RDG. | 33.3 | 38.8 | 41.3 | | 42.6 | 46.4 | 47.7 | 51.9 | 53.8 | 53.2 | 50 |
| ELEM. MATH | 33.5 | 40.7 | 42.0 | | 53.4 | 56.9 | 61.6 | 63.7 | 64.6 | 63.9 | 62 |
| SEC. RDG. | 20.9 | 21.3 | 28.7* | | 38.3 | 36.3 | 41.0 | 40.6 | 43.4 | 43.6 | 42 |
| SEC. MATH | 33.1 | 37.0 | 37.1* | | 40.2 | 41.0 | 44.0 | 46.0 | 46.4 | 48.9 | 46 |
| **CAUCASIAN** | | | | | | | | | | | |
| ELEM. RDG. | 60.0 | 66.9 | 67.8 | | 64.8 | 69.0 | 70.1 | 71.9 | 73.0 | 72.0 | 70 |
| ELEM. MATH | 59.6 | 67.4 | 65.7 | OF | 76.2 | 78.5 | 81.0 | 82.2 | 83.6 | 82.5 | 82 |
| SEC. RDG. | 49.7 | 48.3 | 55.1* | | 66.7 | 63.2 | 67.4 | 67.7 | 70.9 | 69.8 | 68 |
| SEC. MATH | 61.8 | 65.7 | 66.6* | | 70.3 | 70.5 | 71.2 | 74.2 | 73.5 | 75.9 | 74 |
| **SPANISH SURNAME** | | | | | | | | | | | |
| ELEM. RDG. | 24.4 | 27.5 | 30.4 | TEST | 34.0 | 37.0 | 41.5 | 44.1 | 43.6 | 41.7 | 42 |
| ELEM. MATH | 29.6 | 35.1 | 37.1 | | 52.0 | 51.5 | 61.4 | 61.4 | 62.3 | 59.2 | 60 |
| SEC. RDG. | 19.1 | 18.1 | 20.7* | | 31.0 | 34.0 | 33.6 | 34.3 | 33.3 | 34.0 | 34 |
| SEC. MATH | 32.8 | 36.1 | 33.6* | | 38.4 | 41.0 | 40.6 | 41.2 | 40.1 | 43.2 | 44 |
| **TOTAL DISTRICT** | | | | | | | | | | | |
| ELEM. RDG. | 45.1 | 50.4 | 51.9 | SERIES | 51.4 | 54.7 | 55.7 | 58.5 | 59.6 | 58.3 | 56 |
| ELEM. MATH | 45.3 | 52.5 | 52.0 | | 63.8 | 66.5 | 69.9 | 71.1 | 72.0 | 70.6 | 68 |
| SEC. RDG. | 34.7 | 33.5 | 38.3* | | 50.0 | 46.9 | 50.6 | 49.8 | 51.9 | 51.5 | 50 |
| SEC. MATH | 47.2 | 51.0 | 49.0* | | 53.5 | 53.6 | 55.1 | 56.8 | 56.2 | 58.8 | 56 |

These are the values shown in Figures 86-C-13 through 86-C-16. They are percentile ranks corresponding to mean NCE's prior to 1986 and median percentile ranks in 1986. Refer to footnotes in Figures 86-C-13 through 86-C-16 for interpretation of the effect of the changes of test series on achievement at each grade range and in each subject.

* These values are for grades 7 and 8 only; in spring 1979 no districtwide testing was done in grades 9-12.

FIGURE 86-C-18

DISTRIBUTION OF STUDENT SCORES
MAJOR ETHNIC GROUPS
SPRING 1986 STANDARDIZED ACHIEVEMENT TESTS
ALL NON-SPECIAL EDUCATION STUDENTS
READING

This figure shows grades K-12 reading achievement on the spring 1986 administration of standardized achievement tests. Scores are distributed into national norm quarters of achievement for the major ethnic groups in the District. In the national norming sample as a whole, without reference to ethnicity, each quarter contains 25 percent of the scores.

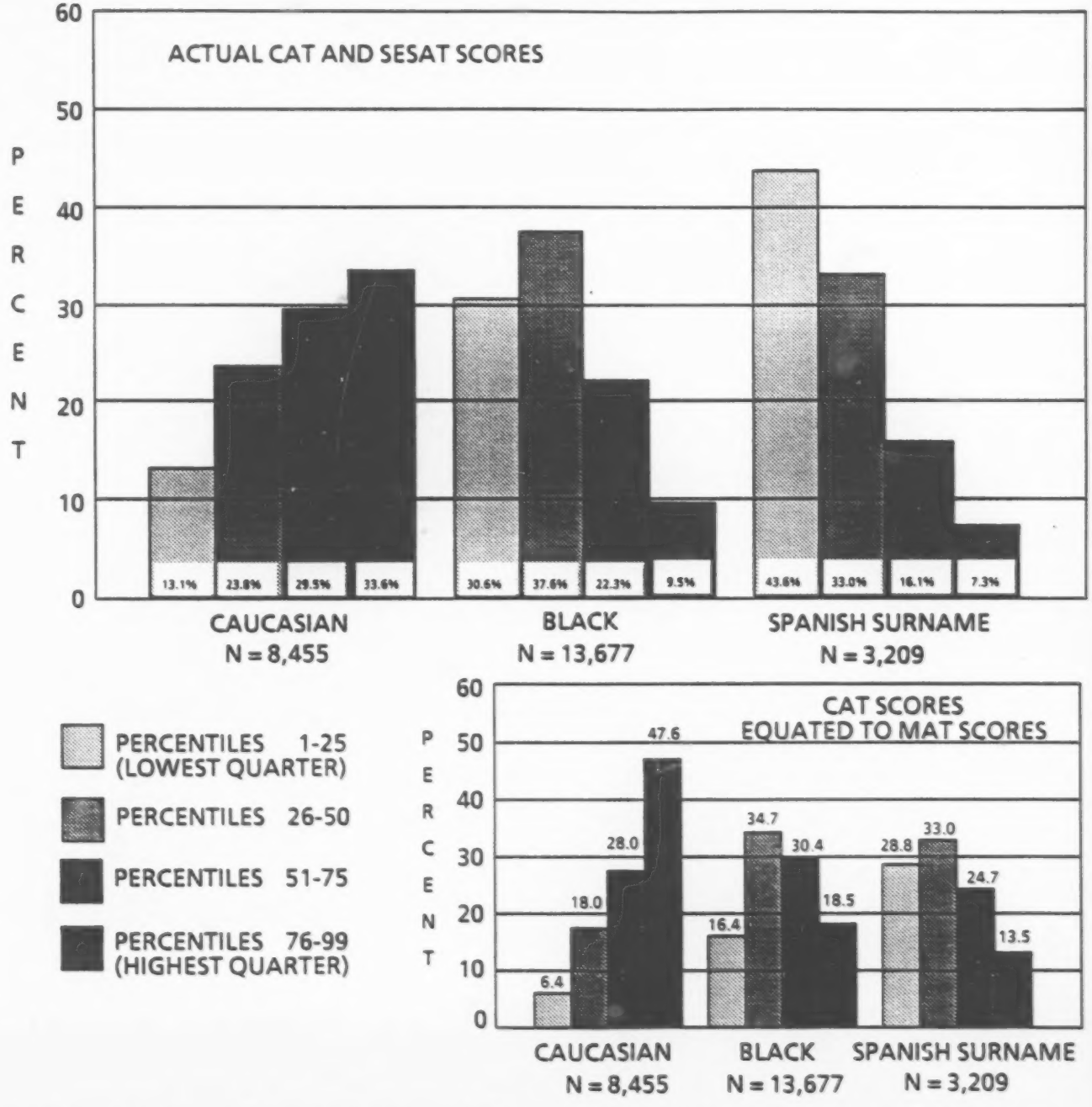
Full-time Special Education students and most Resource (part-time Special Education) students are excluded from this figure.

Caucasian students show a more positive distribution of scores (63.1% above the 50th percentile) than either Black students (31.8% above the 50th percentile) or Spanish Surname students (23.4% above the 50th percentile).

For further general interpretive information relevant to the windowed figure at the lower right, please consult the footnote and the descriptions for Figures 86-C-1, 2, 5 and 7.

**FIGURE 86-C-18**

**DISTRIBUTION OF STUDENT SCORES**
**MAJOR ETHNIC GROUPS**
**SPRING 1986 STANDARDIZED ACHIEVEMENT TESTS**
**ALL NON-SPECIAL EDUCATION STUDENTS**
**READING**




The California Achievement Tests, 1985 edition (CAT), were administered in spring 1986 at grades 1-12 and the Stanford Early School Achievement Test, 1982 edition (SESAT), at kindergarten. These test series replaced the Metropolitan Achievement Tests, 1978 edition (MAT), that had been used K-12 in previous springs. In spring 1985 a local equating study was done, the results of which are reflected in the windowed figure at the lower right: this represents the spring 1986 CAT scores "translated" into terms of MAT "equivalent" scores.

FIGURE 86-C-19

DISTRIBUTION OF STUDENT SCORES
MAJOR ETHNIC GROUPS
SPRING 1986 STANDARDIZED ACHIEVEMENT TESTS
ALL NON-SPECIAL EDUCATION STUDENTS
MATHEMATICS

This figure shows grades K-12 mathematics achievement on the spring 1985 administration of standardized achievement tests. Scores are distributed into national norm quarters of achievement for the major ethnic groups in the District. In the national norming sample as a whole, without reference to ethnicity, each quarter contains 25 percent of the scores.

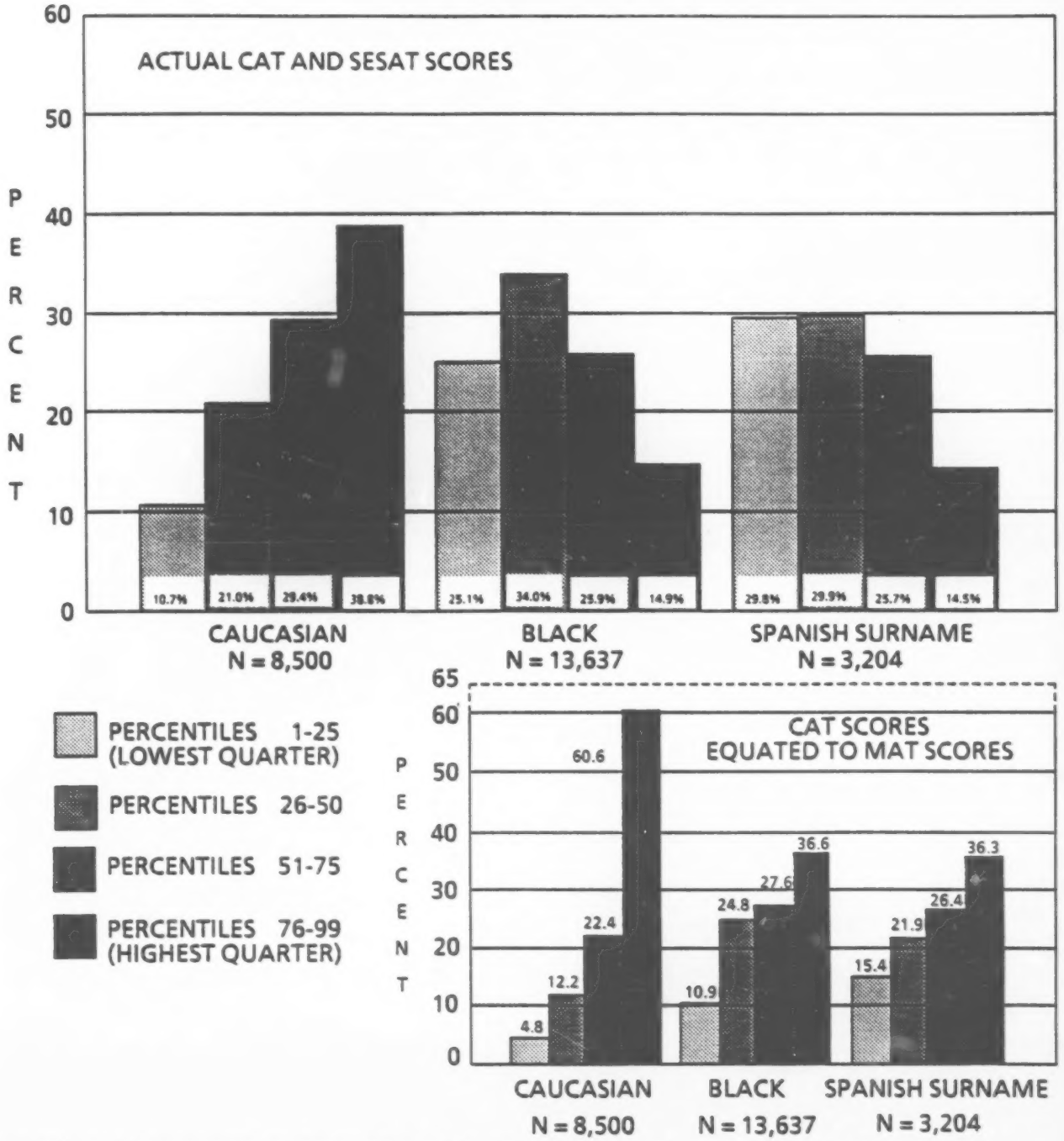
Full-time Special Education students and most Resource (part-time Special Education) students are excluded from this figure.

Caucasian students show a more positive distribution of scores (68.2% above the 50th percentile) than either Black students (40.8% above the 50th percentile) or Spanish Surname students (40.2% above the 50th percentile).

For further general interpretive information relevant to the windowed figure at the lower right, please consult the footnote and the descriptions for Figures 86-C-1, 3, 6 and 8.

**FIGURE 86-C-19**

**DISTRIBUTION OF STUDENT SCORES**
**MAJOR ETHNIC GROUPS**
**SPRING 1986 STANDARDIZED ACHIEVEMENT TESTS**
**ALL NON-SPECIAL EDUCATION STUDENTS**
**MATHEMATICS**




The California Achievement Tests, 1985 edition (CAT), were administered in spring 1986 at grades 1-12 and the Stanford Early School Achievement Test, 1982 edition (SESAT), at kindergarten. These test series replaced the Metropolitan Achievement Tests, 1978 edition (MAT), that had been used K-12 in previous springs. In spring 1985 a local equating study was done, the results of which are reflected in the windowed figure at the lower right: this represents the spring 1986 CAT scores "translated" into terms of MAT "equivalent" scores.

FIGURE 86-C-20

SUBTEST AND DOMAIN ITEM ANALYSIS
SPRING 1986 CALIFORNIA ACHIEVEMENT TESTS
READING

This figure displays spring 1986 information on the relative performance of District students on various parts and subparts of the California Achievement Tests (CAT). An analysis by grade is shown for the major divisions (subtests) of the reading portion of the test. Also shown is a further breakdown of one of these subtests (Vocabulary) into its subparts (domains) for a sample grade (grade 6).

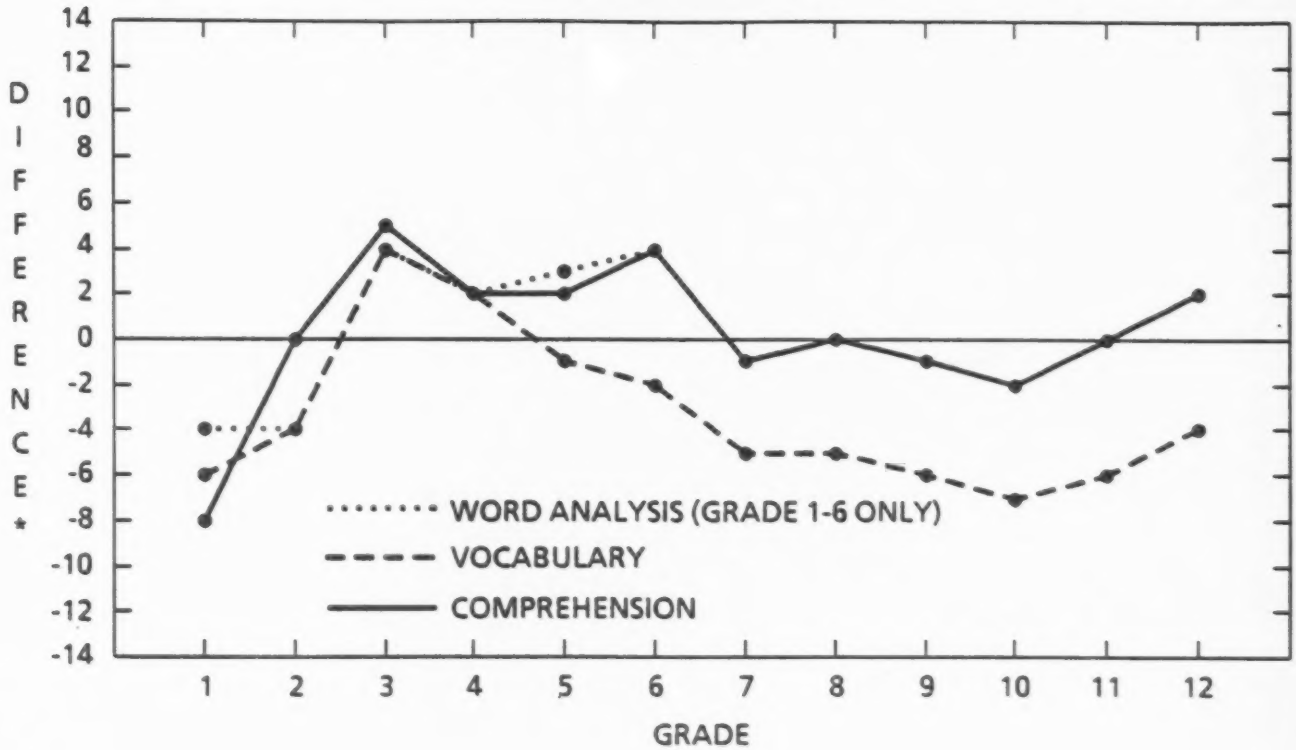
The values represented by the points and bars in the figure are differences between District and national values. Positive values indicate that the District performed better than the national norming sample; negative values indicate the opposite. The values used are mean percents correct for all the component items of a subtest or domain.

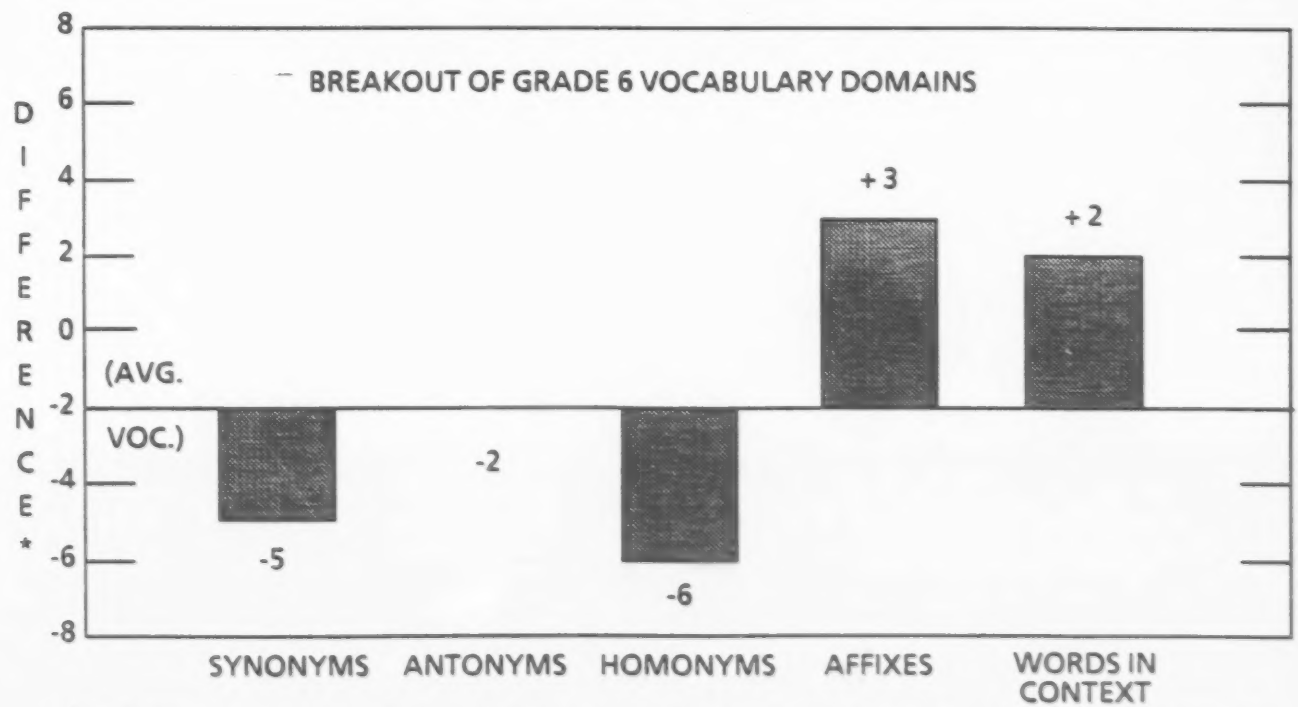
District performance in Reading Comprehension exceeded that in Vocabulary, grades 1 and 4 being the only exceptions. District performance in Word Analysis, a subtest administered at grades 1-6 only, was similar to Vocabulary at grades 1-3 but similar to Reading Comprehension at 4-6.

The sample breakout of a subtest into domains shown for Vocabulary at grade 6 indicates lower District performance in the domains Synonyms, Antonyms, and Homonyms and higher District performance in the domains Affixes and Words in Context.

**FIGURE 86-C-20**

**SUBTEST AND DOMAIN ITEM ANALYSIS**
**SPRING 1986 CALIFORNIA ACHIEVEMENT TESTS**
**READING**




* Difference in mean percents correct for component test items: Rochester percent minus national percent.

FIGURE 86-C-21

SUBTEST AND DOMAIN ITEM ANALYSIS
SPRING 1986 CALIFORNIA ACHIEVEMENT TESTS
MATHEMATICS

This figure displays spring 1986 information on the relative performance of District students on various parts and subparts of the California Achievement Tests (CAT). An analysis by grade is shown for the major divisions (subtests) of the mathematics portion of the test. Also shown is a further breakdown of one of these subtests (Concepts and Applications) into its subparts (domains) for a sample grade (grade 8).

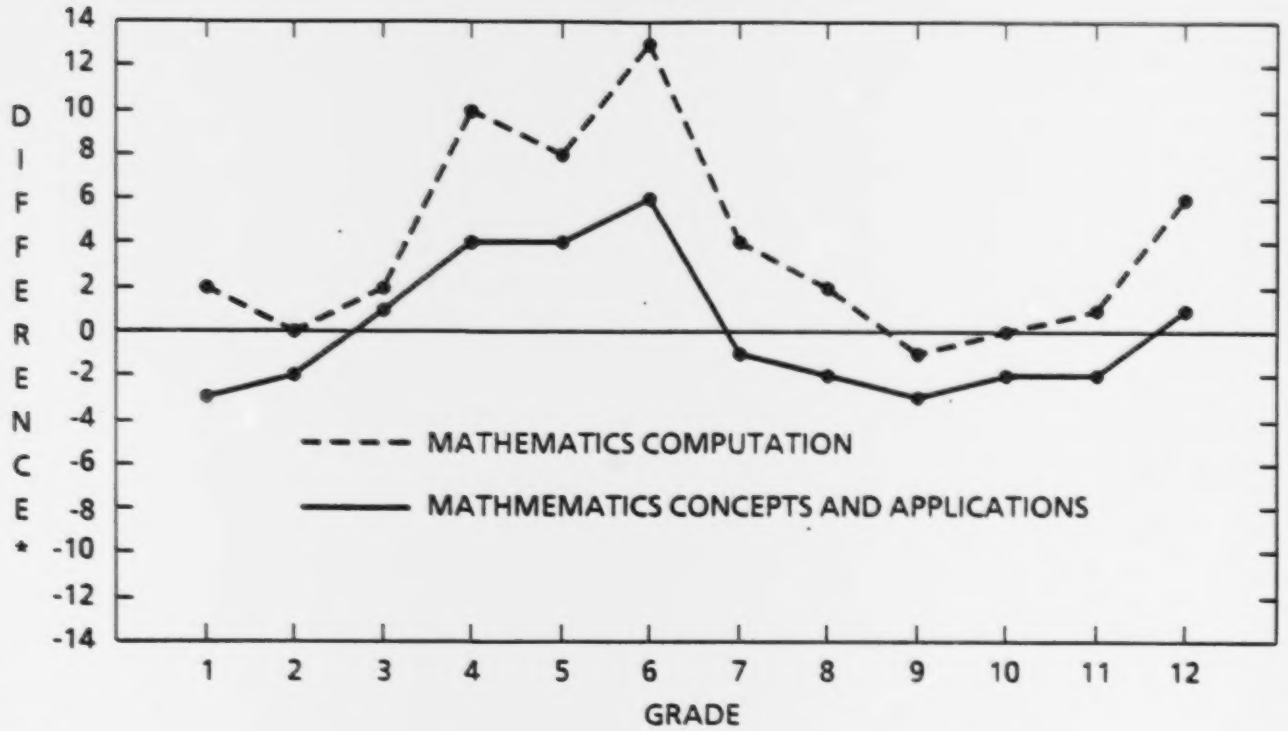
The values represented by the points and bars in the figure are differences between District and national values. Positive values indicate that the District performed better than the national norming sample; negative values indicate the opposite. The values used are mean percents correct for all the component items of a subtest or domain.

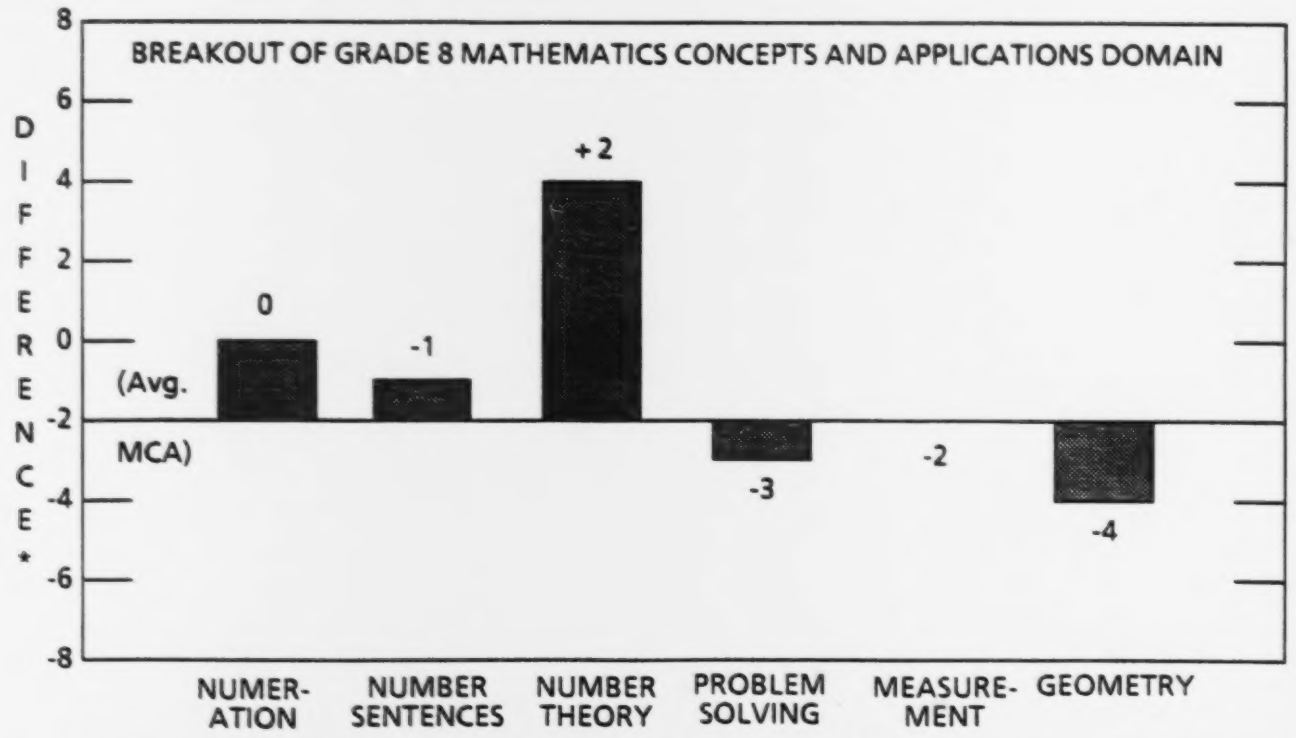
District performance in Computation exceeded that in Concepts and Applications at every grade level.

The sample breakout of a subtest into domains shown for Concepts and Applications at grade 8 indicates higher District performance in the domains Numeration, Number Sentences, and Number Theory and lower District performance in the domains Problem Solving, Measurement, and Geometry.

**FIGURE 86-C-21**

**SUBTEST AND DOMAIN ITEM ANALYSIS**
**SPRING 1986 CALIFORNIA ACHIEVEMENT TESTS**
**MATHEMATICS**




* Difference in mean percents correct for component test items: Rochester percent minus national percent.

FIGURE 86-C-22

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
1973 THROUGH 1986
READING - GRADE 3

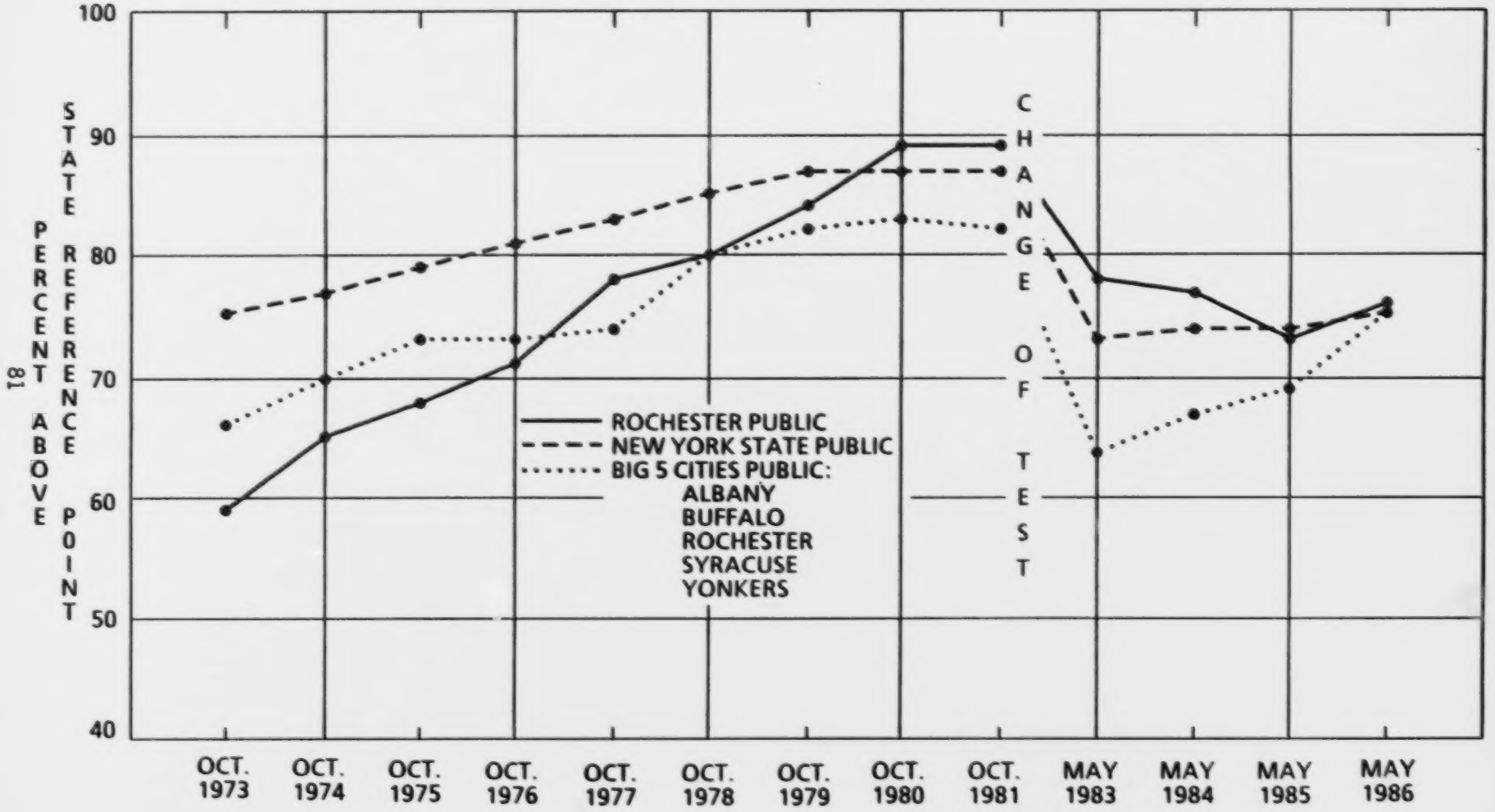
This figure shows the performance of District pupils on the New York State PEP Test in reading at grade 3 for 1973 through 1986. District pupils' performance is compared to that of public school pupils statewide and in the "Big 5" cities (Albany, Buffalo, Rochester, Syracuse and Yonkers). The figure shows percentages of pupils scoring above the state reference point. In 1983, the State Education Department's reports began to distinguish between "Total Pupils" and "Non-Handicapped Pupils". The figures shown here reflect "Total Pupils", data which are more comparable with that of previous years. Pupils classified as Mentally Retarded are not given this test.

This test was changed and moved to spring administration in the 1982-83 school year. Also, the State has changed its guidelines on inclusion of Special Education pupils at various times. For these and other reasons, the relationship between District results and those of the state and "Big 5" cities in a given year may be more meaningful than year-to-year comparisons.

Prior to 1977, District pupils' performance was lower than that of both New York State public school pupils and public school pupils in the "Big 5" cities. By 1977, Rochester had surpassed the "Big 5" cities on this test, and, by 1980, it had also surpassed New York State performance. The same relative ranking of scores continued through 1986 with the exception of 1985, when Rochester's performance was one percentage point lower than New York State's, but it remained above performance in the "Big 5" cities.

FIGURE 86-C-22

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
1973 THROUGH 1986
READING - GRADE 3




Data values for this figure are found in Table 86-C-27.

FIGURE 86-C-23

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
1973 THROUGH 1986
MATHEMATICS - GRADE 3

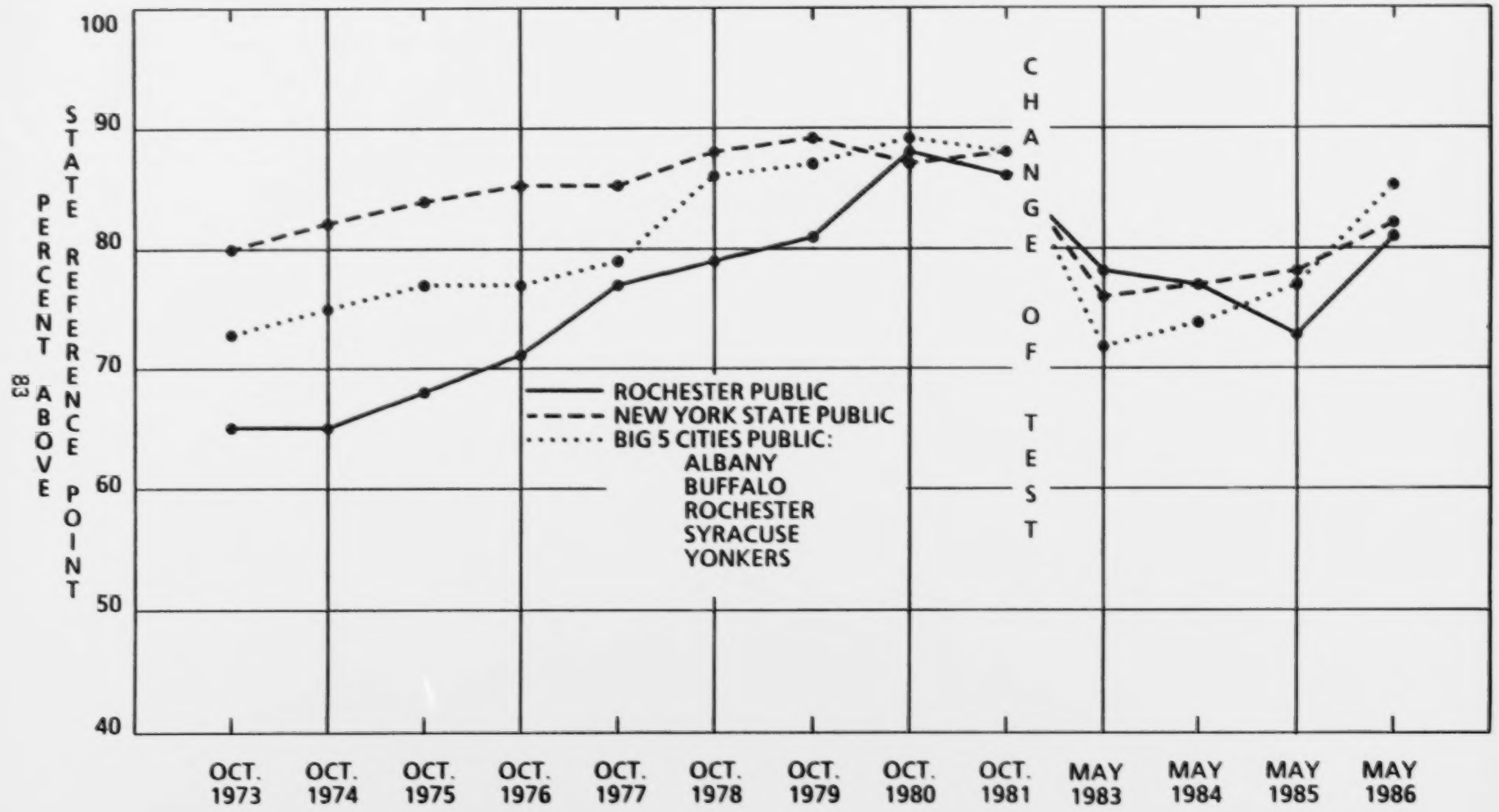
This figure shows the performance of District pupils on the New York State PEP Test in mathematics at grade 3 for 1973 through 1986. District pupils' performance is compared to that of public school pupils statewide and in the "Big 5" cities (Albany, Buffalo, Rochester, Syracuse and Yonkers). The figure shows percentages of pupils scoring above the state reference point. In 1983, the State Education Department's reports began to distinguish between "Total Pupils" and "Non-Handicapped Pupils". The figures shown here reflect "Total Pupils", data which are more comparable with that of previous years. Pupils classified as Mentally Retarded are not given this test.

This test was changed and moved to spring administration in the 1982-83 school year. Also, the State has changed its guidelines on inclusion of Special Education pupils at various times. For these and other reasons, the relationship between District results and those of the state and "Big 5" cities in a given year may be more meaningful than year-to-year comparisons.

Prior to 1980, District pupils' performance was lower than that of both New York State public school pupils and public school pupils in the "Big 5" cities. In 1980, District pupils' performance exceeded the statewide figure for the first time. District performance exceeded or equaled that of both the state and "Big 5" cities in 1983 and 1984. In 1985 and 1986, Rochester's performance was lower than the performance of pupils both statewide and in the "Big 5" cities.

FIGURE 86-C-23

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
1973 THROUGH 1986
MATHEMATICS - GRADE 3




Data values for this figure are found in Table 86-C-27.

FIGURE 86-C-24

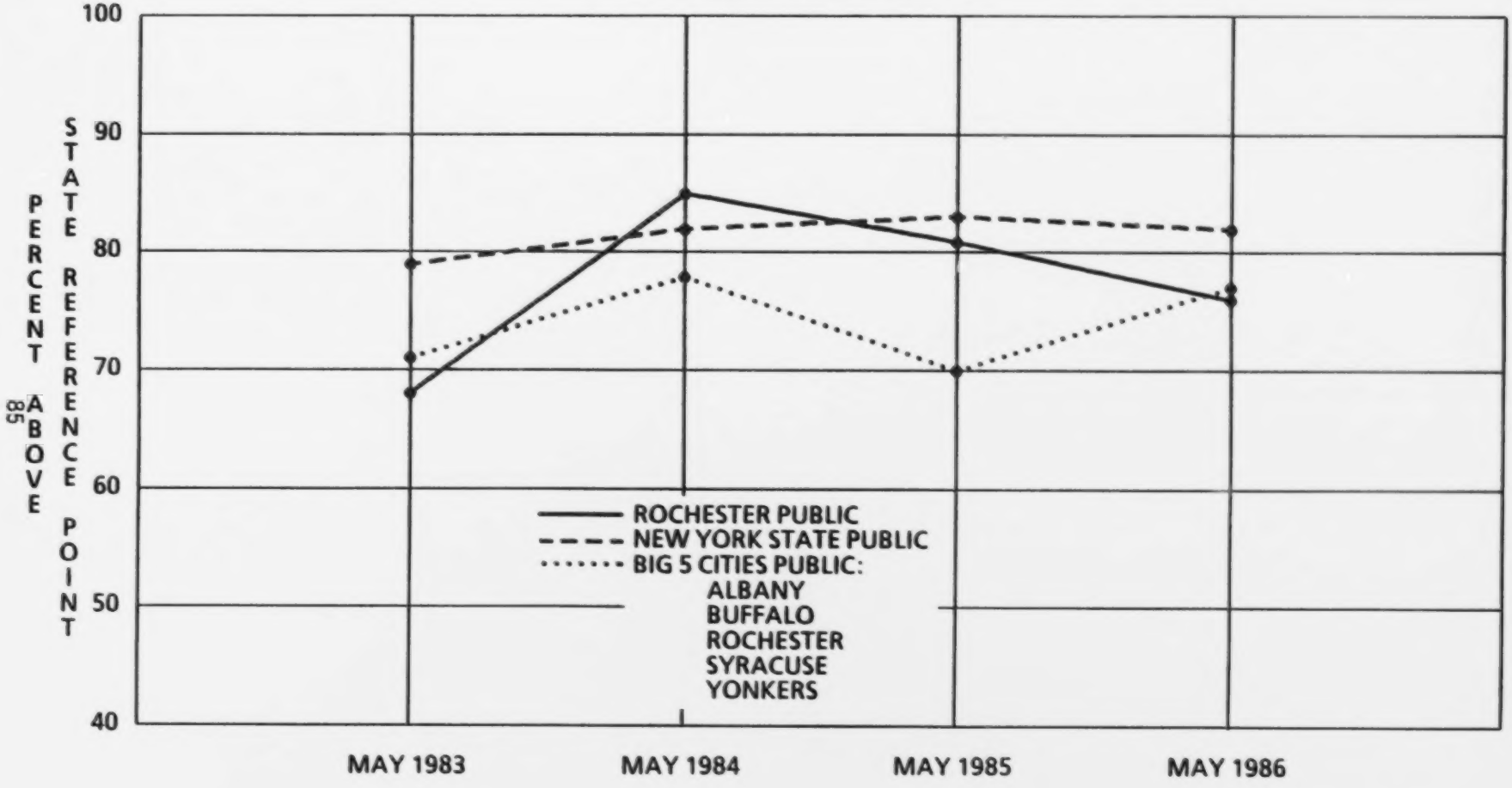
NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
1983 THROUGH 1986
WRITING - GRADE 5

This figure shows the performance of District pupils on the New York State PEP Test in writing at grade 5 for 1983 through 1986. The test was first administered in spring 1983. District pupils' performance is compared to that of public school pupils statewide and in the "Big 5" cities (Albany, Buffalo, Rochester, Syracuse and Yonkers). The figure shows percentages of pupils scoring above the state reference point. These values are for "Total Pupils" rather than "Non-Handicapped Pupils" only. Pupils classified as Mentally Retarded are not administered this test.

The figure indicates improvement between 1983 and 1986 in performance of District pupils, public school pupils statewide, and public school pupils in the "Big 5" cities. The rate of improvement of District pupils exceeded that of the other two groups. Performance of the state and "Big 5" groups exceeded that of the District in 1983. District pupils surpassed both these groups in 1984, fell between them in 1985, and was lower than both groups in 1986.

FIGURE 86-C-24

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
1983 THROUGH 1986
WRITING - GRADE 5




This test was not offered before May 1983.

Data values for this figure are found in Table 86-C-27.

FIGURE 86-C-25

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
1973 THROUGH 1986
READING - GRADE 6

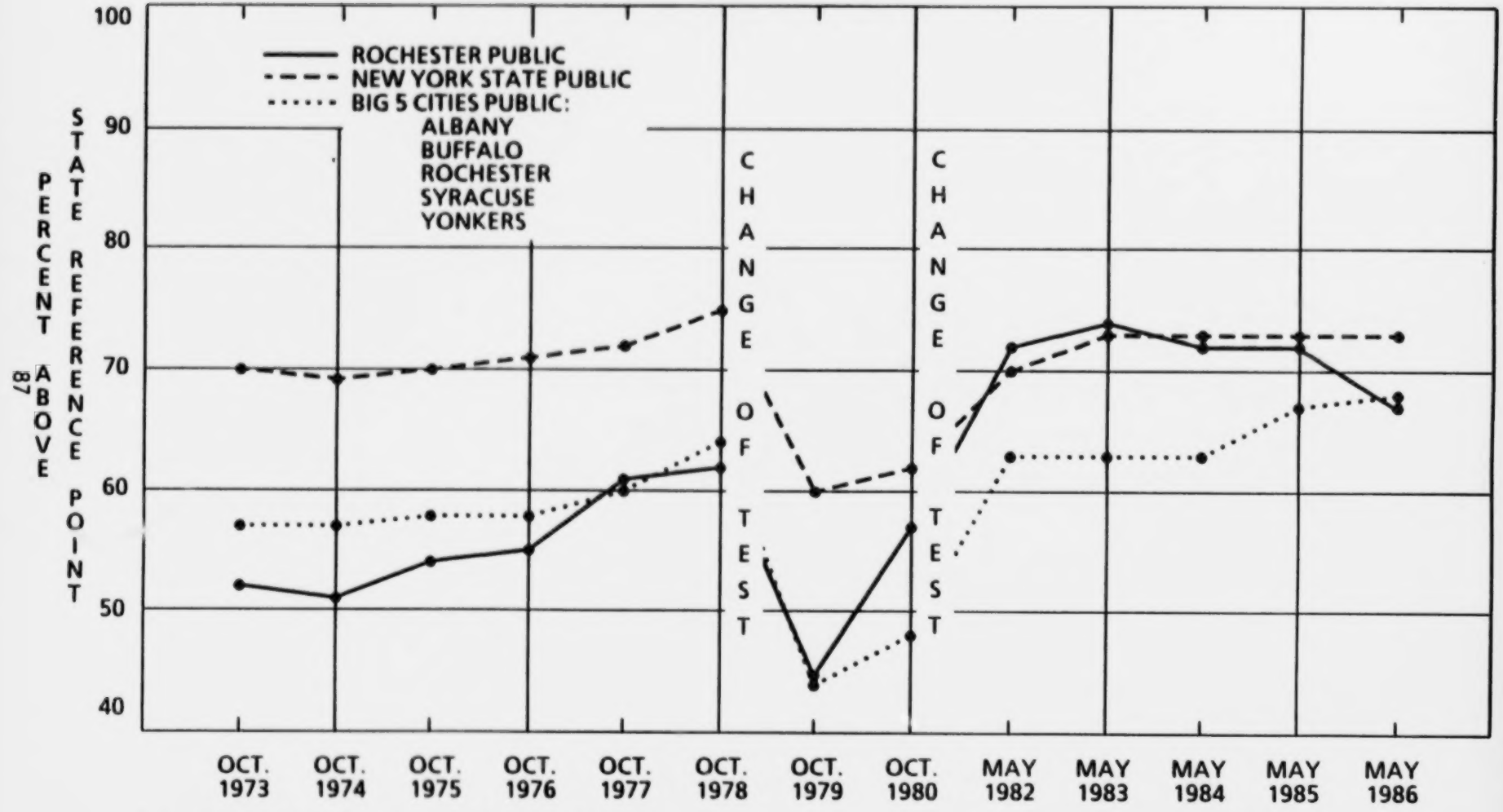
This figure shows the performance of District pupils on the New York State PEP Test in reading at grade 6 for 1973 through 1986. District pupils' performance is compared to that of public school pupils statewide and in the "Big 5" cities (Albany, Buffalo, Rochester, Syracuse and Yonkers). The figure shows percentages of pupils scoring above the state reference point. In 1983, the State Education Department's reports began to distinguish between "Total Pupils" and "Non-Handicapped Pupils". The figures shown here reflect "Total Pupils", data which are more comparable with that of previous years. Pupils classified as Mentally Retarded are not given this test.

This test was changed between the 1978-79 and 1979-80 school years. It was changed again and moved to spring administration in the 1981-82 school year. Also, the State has changed its guidelines on inclusion of Special Education pupils at various times. For these and other reasons, the relationship between District results and those of the state and "Big 5" in a given year may be more meaningful than year-to-year comparisons.

In 1973, Rochester showed approximately 50 percent of its pupils scoring above the state reference point, and it ranked lower than both the "Big 5" cities and statewide public school groups. Performance generally improved over the period, and, at PEP testing in May 1982, performance of District sixth graders exceeded that of public school pupils both statewide and in the "Big 5" cities. District performance continued to exceed that of the "Big 5" cities through 1985 but fell below it by one percentage point in 1986. District performance also exceeded that of New York State in 1983, but it fell below it by one percentage point in 1984 and 1985 and by five percentage points in 1986.

**FIGURE 86-C-25**

**NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)**
**PERCENTAGES SCORING ABOVE STATE REFERENCE POINT**
**1973 THROUGH 1986**
**READING - GRADE 6**




Data values for this figure are found in Table 86-C-27.

FIGURE 86-C-26

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
1973 THROUGH 1986
MATHEMATICS - GRADE 6

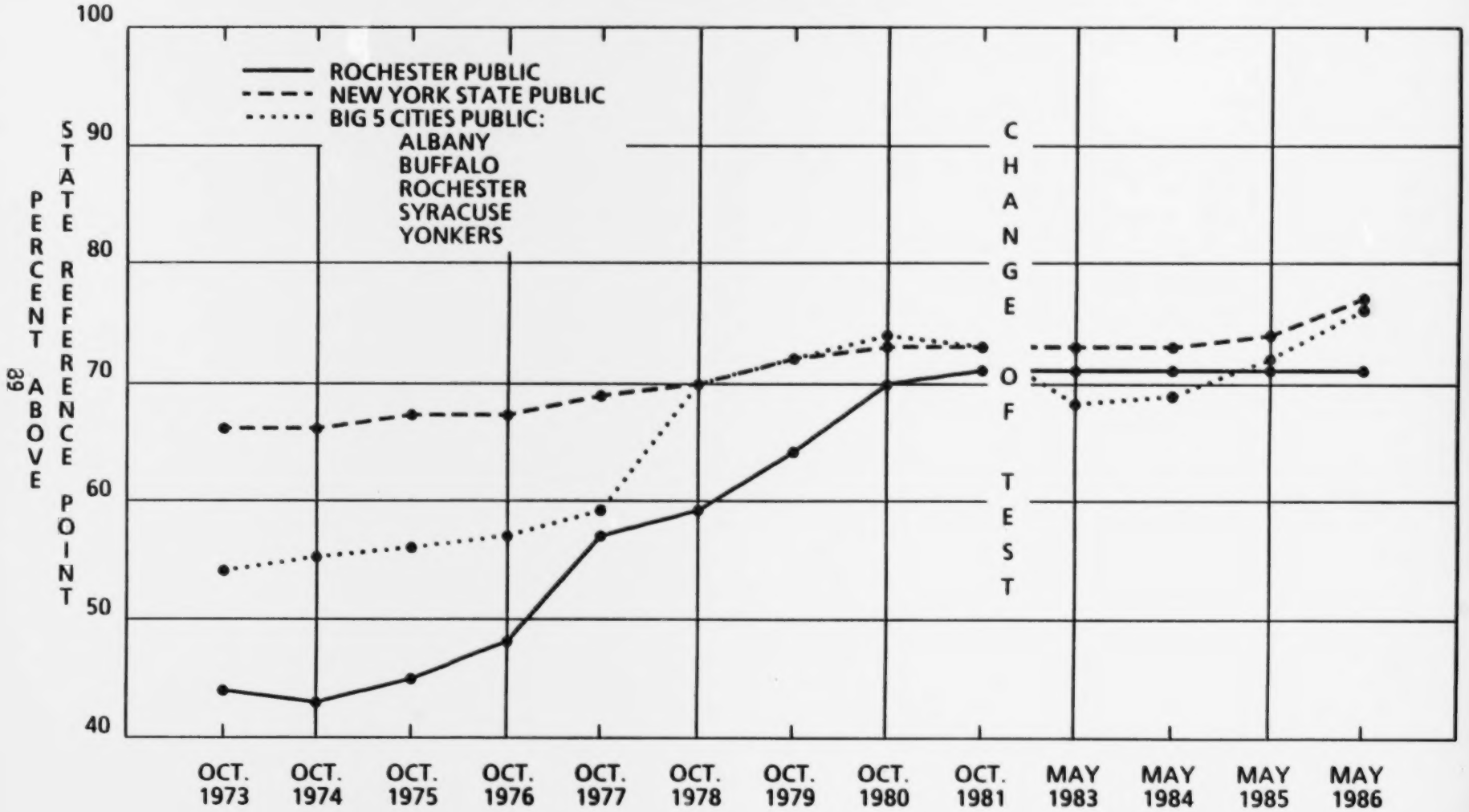
This figure shows the performance of District pupils on the New York State PEP Test in mathematics at grade 6 from 1973 through 1986. District pupils' performance is compared to that of public school pupils statewide and in the "Big 5" cities (Albany, Buffalo, Rochester, Syracuse and Yonkers). The figure shows percentages of pupils scoring above the state reference point. In 1983, the State Education Department's reports began to distinguish between "Total Pupils" and "Non-Handicapped Pupils". The figures shown here reflect "Total Pupils", data which are more comparable with that of previous years. Pupils classified as Mentally Retarded are not given this test.

This test was changed and moved to spring administration in the 1982-83 school year. Also, the State has changed its guidelines on inclusion of Special Education pupils at various times. For these and other reasons, the relationship between District results and those of the state and "Big 5" cities in a given year may be more meaningful than year-to-year comparisons.

The figure indicates improvement in performance for public school pupils in Rochester, the "Big 5" cities, and New York State. The rate of improvement among local pupils exceeds that of either the state or "Big 5" cities groups. Prior to 1983, District achievement was lower than that of the two other groups, but it approached or exceeded the performance of both groups from 1981 to 1985. In 1986, District performance was lower than that of the "Big 5" and the State by 5 and 6 percentage points respectively.

FIGURE 86-C-26

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
1973 THROUGH 1986
MATHEMATICS - GRADE 6




Data values for this figure are found in Table 86-C-27.

TABLE 86-C-27

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
1973 THROUGH 1986

This table shows the performance of District pupils on the New York State PEP Tests in reading and mathematics at grades 3 and 6 for 1973 through 1986, and in writing at grade 5 for 1983 through 1986. District students' performance is compared to that of public school students statewide and in the "Big 5" cities (Albany, Buffalo, Rochester, Syracuse and Yonkers). The table shows percentages of pupils scoring above the state reference point. In 1983, the State Education Department's reports began to distinguish between "Total Pupils" and "Non-Handicapped Pupils". The figures shown here reflect "Total Pupils", data which are more comparable with that of previous years. Pupils classified as Mentally Retarded are not given these tests.

The reading and math tests, except grade 6 reading, were changed and moved to spring administration for May 1983. The grade 6 reading test was changed twice, for the October 1979 and for the May 1982 administrations, and it was moved to spring administration for May 1982. Also, the State has changed its guidelines on inclusion of Special Education pupils at various times. For these and other reasons, the relationship between District results and those of the state and "Big 5" cities in a given year may be more meaningful than year-to-year comparisons.

This table contains the values of the information displayed graphically in Figures 86-C-22 through 86-C-26. The individual descriptions which accompany these figures interpret these values.

## TABLE 86-C-27

## NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
## PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
## 1973 THROUGH 1986

| SUBJECT/ GRADE | | TIME OF TESTING | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | O73 | O74 | O75 | O76 | O77 | O78 | O79 | O80 | O81 | M82 | M83 | M84 | M85 | M86 |
| READING 3 | RCSD | 59 | 65 | 68 | 71 | 78 | 80 | 84 | 89 | 89 | NA | 78 | 77 | 73 | 76 |
| | NYS | 75 | 77 | 79 | 81 | 83 | 85 | 87 | 87 | 87 | NA | 73 | 74 | 74 | 75 |
| | BIG 5 | 66 | 70 | 73 | 73 | 74 | 80 | 82 | 83 | 82 | NA | 64 | 67 | 69 | 75 |
| MATHE-MATICS 3 | RCSD | 65 | 65 | 68 | 71 | 77 | 79 | 81 | 88 | 86 | NA | 78 | 77 | 73 | 81 |
| | NYS | 80 | 82 | 84 | 85 | 85 | 88 | 89 | 87 | 88 | NA | 76 | 77 | 78 | 82 |
| | BIG 5 | 73 | 75 | 77 | 77 | 79 | 86 | 87 | 89 | 88 | NA | 72 | 74 | 77 | 85 |
| WRITING 5 | RCSD | | | | | | | | | | | 68 | 85 | 80 | 76 |
| | NYS | | TEST FIRST ADMINISTERED MAY 1983 | | | | | | | | | 79 | 82 | 83 | 82 |
| | BIG 5 | | | | | | | | | | | 71 | 78 | 78 | 77 |
| READING 6 | RCSD | 52 | 51 | 54 | 55 | 61 | 62 | 45 | 57 | NA | 72 | 74 | 72 | 72 | 67 |
| | NYS | 70 | 69 | 70 | 71 | 72 | 75 | 60 | 62 | NA | 70 | 73 | 73 | 73 | 73 |
| | BIG 5 | 57 | 57 | 58 | 58 | 60 | 64 | 44 | 48 | NA | 63 | 63 | 63 | 67 | 68 |
| MATHE-MATICS 6 | RCSD | 44 | 43 | 45 | 48 | 57 | 59 | 64 | 70 | 71 | NA | 71 | 71 | 71 | 71 |
| | NYS | 66 | 66 | 67 | 67 | 69 | 70 | 72 | 73 | 73 | NA | 73 | 73 | 74 | 77 |
| | BIG 5 | 54 | 55 | 56 | 57 | 59 | 70 | 72 | 74 | 73 | NA | 68 | 69 | 72 | 76 |

O = October; M = May.

These are the values shown in Figures 86 - C - 22 through 86 - C - 26. Double vertical lines indicate change of test series.

FIGURE 86-C-28

PRELIMINARY COMPETENCY TESTS
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
GRADE 8
READING AND WRITING
OCTOBER 1980 THROUGH OCTOBER 1985

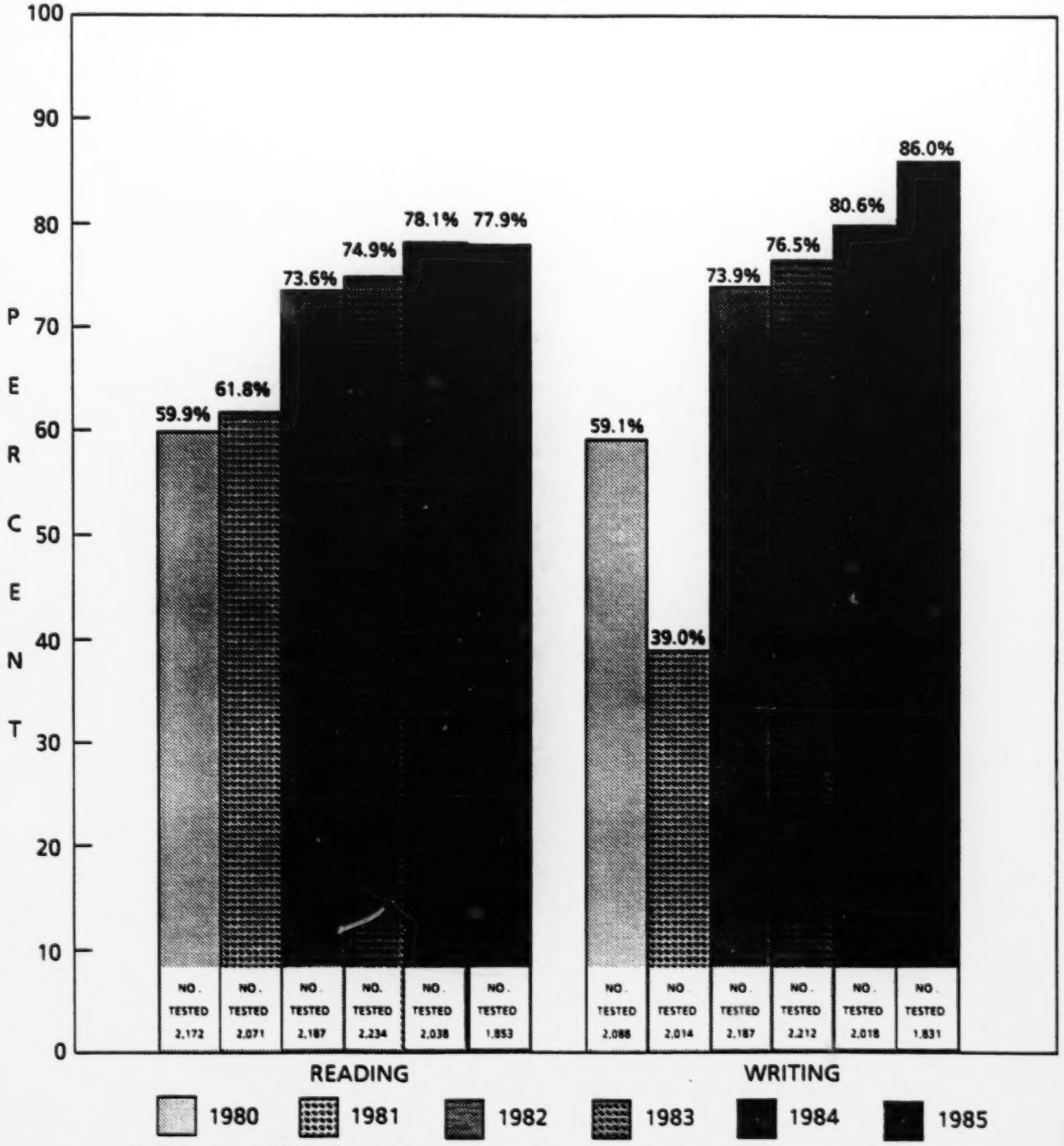
This figure shows, for the fall 1980 through 1985 Preliminary Competency Tests (PCT's) in reading and writing, the percentage of all non-Special Education grade 8 students tested who scored above the state reference point.

The analysis in this figure excludes all full-time Special Education students, as well as any student not in grade 8 who was tested. Also excluded are students tested in any make-up tests later than October. After October 1981, Special Education Resource students (except Speech Resource students) are not included in this figure. Beginning with October 1982, the test performance of these Resource students is reflected in Figure 86-C-29.

More than 2,000 students were tested in each of these administrations until October 1985, when the number tested dropped by about 200, consistent with falling grade 8 enrollment. In reading, the percentage scoring above the state reference point increased from approximately 60 percent in 1980 and 1981 to nearly 75 percent in 1982 and 1983, and to almost 80 percent in 1984 and 1985. In writing, the percentage declined from nearly 60 percent in 1980 to less than 40 percent in 1981, then increased to approximately 75 percent in 1982 and 1983, to more than 80 percent in 1984, and to 86 percent in 1985.

FIGURE 86-C-28

PRELIMINARY COMPETENCY TESTS
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
GRADE 8
READING AND WRITING
OCTOBER 1980 THROUGH OCTOBER 1985




Excludes Special Education students.



117

FIGURE 86-C-29

PRELIMINARY COMPETENCY TESTS
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
SPECIAL EDUCATION - ANY GRADE
READING AND WRITING
OCTOBER 1980 THROUGH OCTOBER 1985

This figure shows, for the fall 1980 through 1985 Preliminary Competency Tests (PCT's) in reading and writing, the percentage of Special Education students taking the tests (in all grades, including NG) who scored above the state reference point. Educable Mentally Retarded (EMR) and Trainable Mentally Retarded (TMR) students do not take the tests; these are the only categories which have been exempted regularly throughout the period.

The analysis in this figure excludes students tested in any make-up tests later than October. Because of State Education Department guidelines, substantially more of the Special Education population was tested in October 1981 than in October 1980. In addition, between October 1981 and October 1982, Resource students (except Speech Resource) were added to this analysis and eliminated from Figure 86-C-28.

In October 1980, the number tested in each subject was approximately 160. In October 1981 through 1984, the number tested in each subject ranged from 279 to 359. The percentage of students tested who scored above the reference point in reading increased over those five years, from approximately 13 to 25 percent. In writing, the percentage increased unevenly, from approximately 15 percent in 1980 to 20 percent in 1984.

In October 1985, a guideline relating age and grade level equivalent was strictly enforced for the first time. This limited Special Education students taking the PCT's to those 15 years of age. That same year, the number of students taking the tests declined by about half, but the percentages who scored above the state reference points approximately doubled.

FIGURE 86-C-29

PRELIMINARY COMPETENCY TESTS
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
SPECIAL EDUCATION - ANY GRADE
READING AND WRITING
OCTOBER 1980 THROUGH 1985

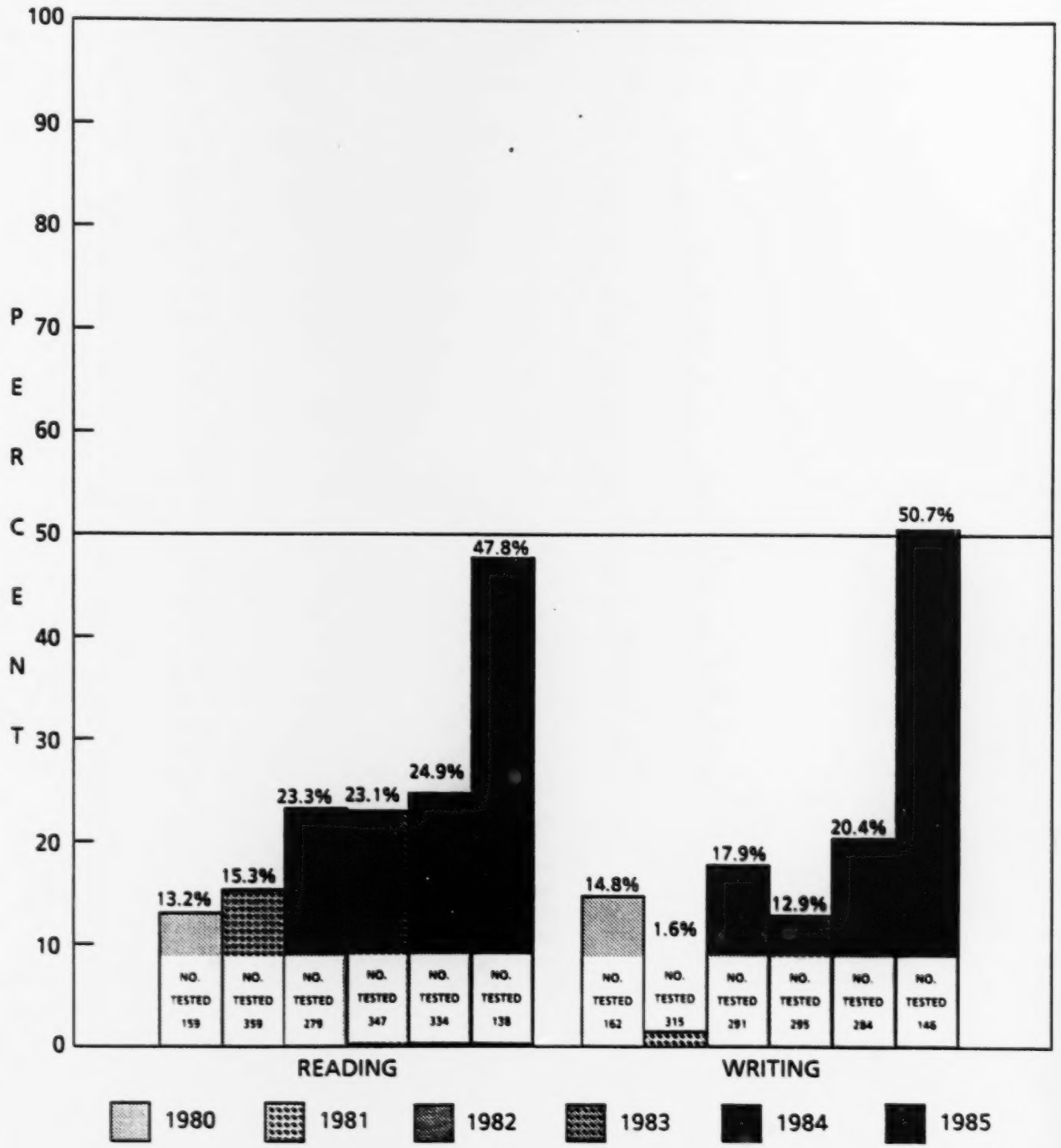


FIGURE 86-C-30

PERCENTAGES OF DIPLOMA CANDIDATES
MEETING REGENTS COMPETENCY REQUIREMENTS
FOR GRADUATION
1979-80 THROUGH 1985-86

This figure shows the percentages of potential graduates who met graduation requirements under the Regents Competency plan. Students meeting these requirements passed the Regents Competency Tests, passed a Regents examination in the relevant subject, or obtained a satisfactory score on either the Scholastic Aptitude Test or American College Testing program. Data for 1979-80 and 1980-81 include a number of students who, under State graduation requirements, were allowed to substitute passing Basic Competency Tests for passing Regents Competency Tests.

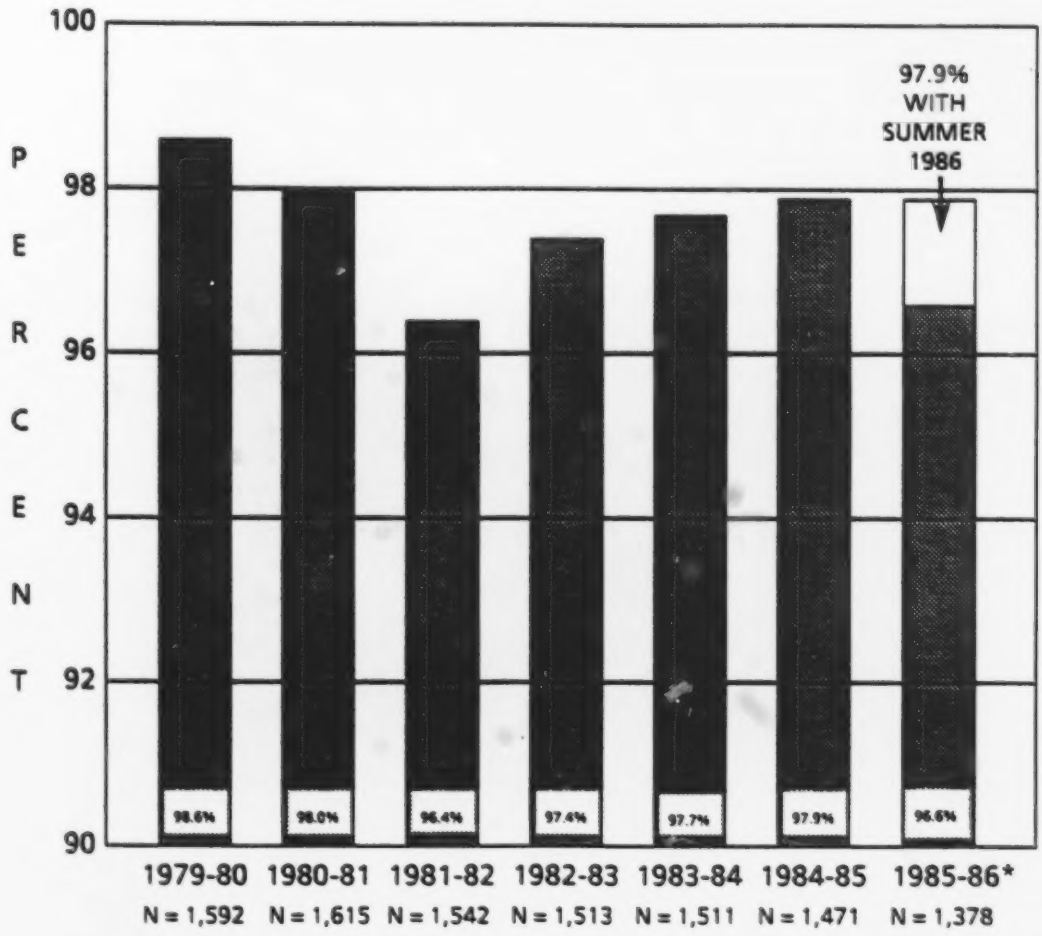
The form prepared by the State Education Department to collect these data has changed in two respects, the first of these several times. Apparently, data collected for 1978-79 and 1979-80 were for June graduates only; those for 1980-81 and 1981-82 were for January, June and Other; those for 1981-82 through 1984-85 were for January and June; and those for 1985-86 were for the school year (September 1-June 30). At the time the 1985-86 form was released, three other changes were made. A complementary form was sent to report data for July and August (of 1986). Also, the rule on determining the number of "candidates for graduation" was changed. Prior forms indicated that candidates should be counted as of June or June 1; the 1985-86 forms change this to candidates "at any time during the regular school year". Finally, data were collected also on Special Education pupils meeting the requirements of their Individual Education Program after four years (IEP diplomas). Data on these students are not included in this figure.

Summer graduates are a concern. With the possible exception of 1980-81 and 1981-82, they are not called for on the reporting form. Starting with 1985-86, they are available as separate data for the following (1986) summer. (Additionally, it is made quite clear that any graduates from the previous summer should not be counted into the regular school year.) Consequently, summer graduates from 1986 are shown as an addition to the figure for 1985-86.

The proportion of students meeting Regents Competency requirements reached a seven-year low of 96.4 percent in 1981-82, rose each school year through 1984-85 to 97.9 percent but declined in 1985-86 to 96.6 percent. If summer 1986 graduates who were also diploma candidates in June 1986 are added to the 1985-86 picture, the percentage rises to 97.9 percent.

## FIGURE 86-C-30

## PERCENTAGES OF DIPLOMA CANDIDATES MEETING REGENTS COMPETENCY REQUIREMENTS FOR GRADUATION 1979-80 THROUGH 1985-86




N indicates number of diploma candidates.

Source of data: High School Graduation Report forms sent by the schools to the State Education Department.

*Note: Report format and operational definitions changed for 1985-86. Please see Description at left.

TABLE 86-C-31

REGENTS COMPETENCY TESTS
JANUARY AND JUNE ADMINISTRATIONS
1986

This figure shows the numbers and percentages of District students who were administered the Regents Competency Tests and who passed or failed them in each of the basic subjects. In all three of the basic skills at grades 11 and 12, a larger number of students are administered the test in January than in June. Students have multiple opportunities to take and pass the Regents Competency Tests. For this reason, percentages in the June administration for grade 12 are based on a relatively small number of students and include those who previously failed.

In the June administration, 3 grade 12 students failed Reading, none failed Writing, and 11 failed Mathematics.

## TABLE 86-C-31

## REGENTS COMPETENCY TESTS
## JANUARY AND JUNE ADMINISTRATIONS
## 1986

| SUBJECT | GRADE | JANUARY ADMINISTRATION | | | | JUNE ADMINISTRATION | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | NUMBER WRITTEN | NUMBER PASSED | PERCENT PASSED | NUMBER FAILED | NUMBER WRITTEN | NUMBER PASSED | PERCENT PASSED | NUMBER FAILED |
| READING | 9 | 22 | 13 | 59.1 | 9 | 9 | 9 | 100.0 | 0 |
| | 10 | 81 | 70 | 86.4 | 11 | 21 | 20 | 95.2 | 1 |
| | 11 | 1,351 | 1,240 | 91.8 | 111 | 103 | 79 | 76.7 | 24 |
| | 12 | 80 | 67 | 83.8 | 13 | 11 | 8 | 72.7 | 3 |
| | OTHER | 48 | 24 | 50.0 | 24 | 32 | 8 | 25.0 | 24 |
| | TOTAL | 1,582 | 1,414 | 89.4 | 168 | 176 | 124 | 70.5 | 52 |
| WRITING | 9 | 4 | 1 | 25.0 | 3 | 0 | 0 | NA | 0 |
| | 10 | 68 | 66 | 97.1 | 2 | 13 | 13 | 100.0 | 0 |
| | 11 | 1,357 | 1,251 | 92.2 | 106 | 156 | 126 | 80.8 | 30 |
| | 12 | 80 | 69 | 86.3 | 11 | 7 | 7 | 100.0 | 0 |
| | OTHER | 58 | 22 | 37.9 | 36 | 34 | 7 | 20.6 | 27 |
| | TOTAL | 1,567 | 1,409 | 89.9 | 158 | 210 | 153 | 72.9 | 57 |
| MATHEMATICS | 9 | 147 | 128 | 87.1 | 19 | 1,164 | 747 | 64.2 | 417 |
| | 10 | 450 | 256 | 56.9 | 194 | 396 | 208 | 52.5 | 188 |
| | 11 | 448 | 295 | 65.8 | 153 | 154 | 85 | 55.2 | 69 |
| | 12 | 98 | 61 | 62.2 | 37 | 39 | 28 | 71.8 | 11 |
| | OTHER | 65 | 16 | 24.6 | 49 | 94 | 24 | 25.5 | 70 |
| | TOTAL | 1,208 | 756 | 62.6 | 452 | 1,847 | 1,092 | 59.1 | 755 |

Note: Includes handicapped students: "Other" refers to nongraded (NG) Special Education students, except for 2 grade 8 students (1 passing, 1 failing) included in this category in the June mathematics results.

Source of data: District central computer files, after editing.

Note: Discrepancies between these January figures, taken from District files, and those from the State Education Department's Comprehensive Assessment Report (CAR), apart from those stemming from the exclusion of handicapped students on the state report, may be attributable to changes in both the local and state reporting procedures and failures in timely compliance therewith.

Attainment

## SECTION D

## ATTAINMENT

This section presents information, some in a historical and/or comparative context, on aspects of students' academic attainment, according to the following outline:


Regents and Non-Regents Placements and Marks. . . . . .86-D-1 through 86-D-3

Graduation Rates. . . . . .86-D-4

Regents and Non-Regents Diplomas and Regents Scholarships . . . . . .86-D-5

Scholastic Aptitude Test (SAT), Preliminary Scholastic Aptitude Test (PSAT) and American College Testing Program (ACT) Results. . . . . .86-D-6 through 86-D-9

Graduate Destination Survey Results . . . . .86-D-10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Additional analysis of graduate destinations is available in the Graduate Destination Report: Selected Years: 1979-1985, published in June 1986 by the Department of Student Data, Testing, and Records.

FIGURE 86-D-1

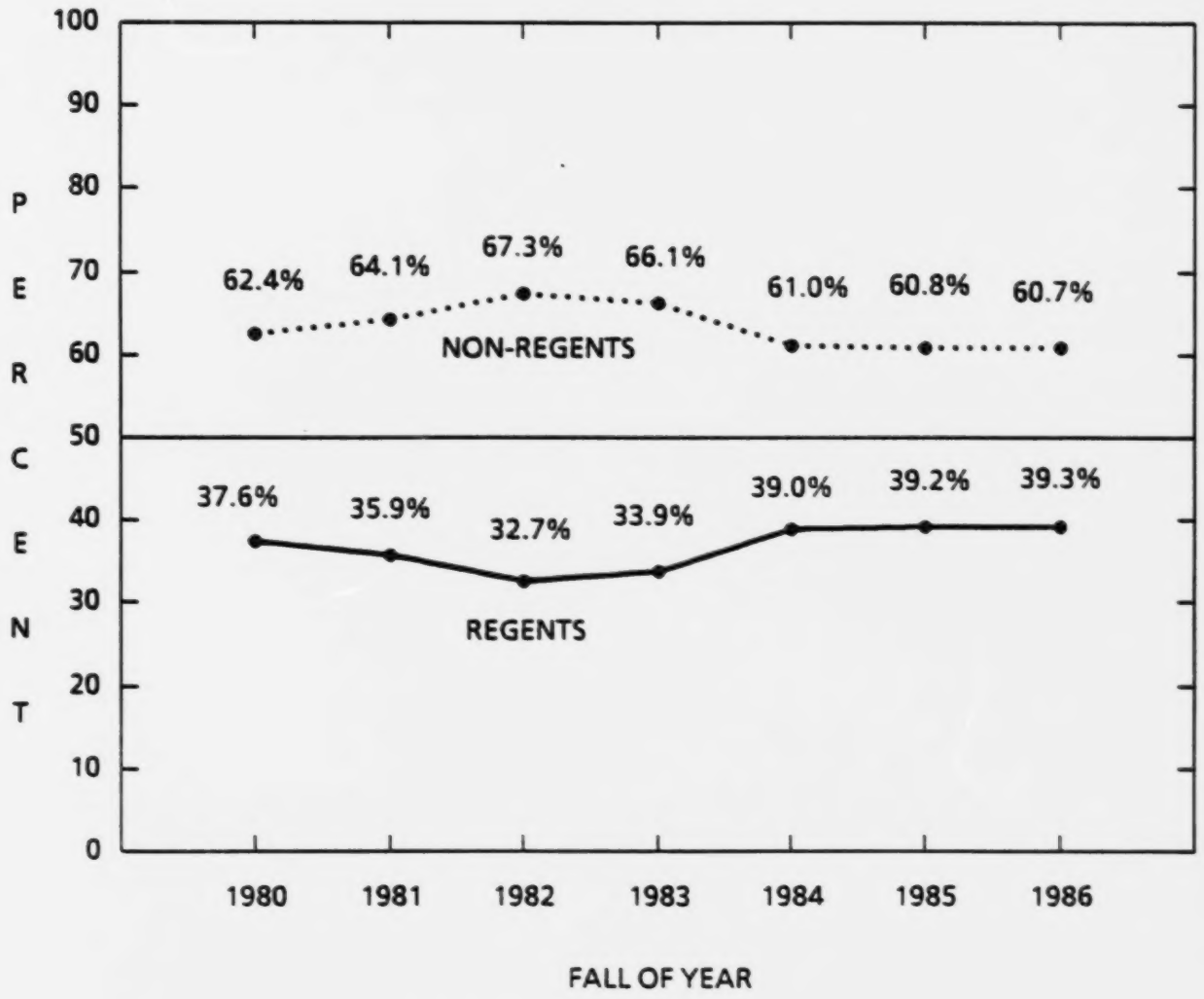
PERCENTAGES OF STUDENTS
IN REGENTS AND NON-REGENTS
NINTH-GRADE SOCIAL STUDIES COURSES
END OF FIRST MARKING PERIOD (EARLY NOVEMBER)
1980-81 THROUGH 1986-87

This figure indicates the proportion of students who had been placed in ninth-grade Regents and non-Regents social studies courses by the end of the first report card marking period, which occurs in early November, for the period 1980-81 through 1986-87. Edison was excluded from this analysis from 1980 through 1985 because of irregularities in student placement in ninth-grade social studies courses. These irregularities were corrected by fall 1986, however, and Edison is included in the 1986 percentages. School Without Walls is not part of the data shown. Most alternative programs are included.

The figure indicates that Regents placement dropped each year from 37.6 percent in fall 1980 to 32.7 percent in fall 1982, then increased each year to 39.3 percent in fall 1986. Non-Regents placement increased from 62.4 percent in fall 1980 to 67.3 percent in fall 1982, then decreased to 60.7 percent in fall 1986.

**FIGURE 86-D-1**

**PERCENTAGES OF STUDENTS
IN REGENTS AND NON-REGENTS
NINTH-GRADE SOCIAL STUDIES COURSES
END OF FIRST MARKING PERIOD (EARLY NOVEMBER)
1980-81 THROUGH 1986-87**




Edison is excluded from the analysis from 1980 through 1985 but is included in 1986. (See Description at left.)

FIGURE 86-D-2

COURSE ENROLLMENTS
IN CORE ACADEMIC SUBJECTS
GRADES 7-12
1985-86

This figure presents several views of enrollments in the core academic subjects (English, mathematics, social studies, science) at grades 7-12. Those courses which were judged to be either non-Regents/local level or Regents level are included in the analysis; elective and remedial courses are not included. This school year certain courses, particularly in mathematics, were recategorized as to non-Regents/local level or Regents level status. The present categorization reflects the best thinking of the instructional director on this point.

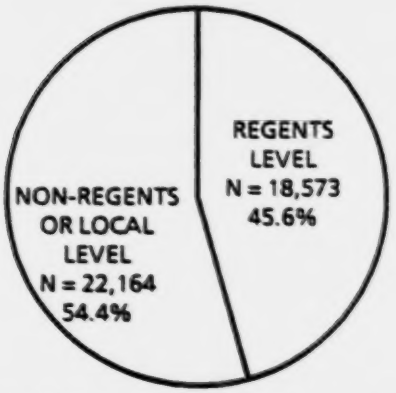
In previous school years, only grades 9-12 figured in this analysis. The addition of grades 7 and 8 this school year, however, did not cause substantial variation, in the sense that the 7-12 values reported here were all within 1.5 percentage points of this year's 9-12 values, which are not shown here.

The first view shows the numbers and percentages of these course enrollments which are non-Regents/local level and which are Regents level. The second view shows the number and percentages of Caucasian and non-Caucasian student enrollments in these courses. The third view shows the percentages of Regents level and non-Regents/local level enrollments among Caucasian and non-Caucasian students.

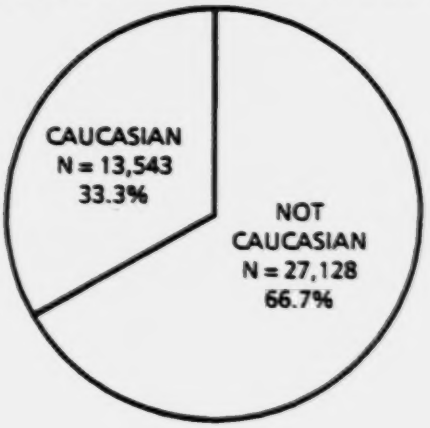
Of these course enrollments, 18,573 (45.6%) are in Regents level courses and 22,164 (54.4%) are in non-Regents/local level courses. Of these same course enrollments (less 66 with no ethnic codes), 13,543 (33.3%) represent Caucasian students, and 27,128 (66.7%) represent non-Caucasian students. Well over half the core courses taken by these Caucasian students are Regents level courses (64.9%), while slightly more than one in three of such courses taken by the non-Caucasian students are Regents level (35.9%).

**FIGURE 86-D-2**

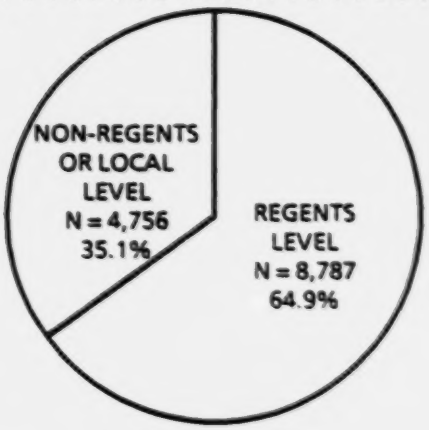
**COURSE ENROLLMENTS**
**IN CORE ACADEMIC SUBJECTS**
**GRADE 7-12**
**1985-86**



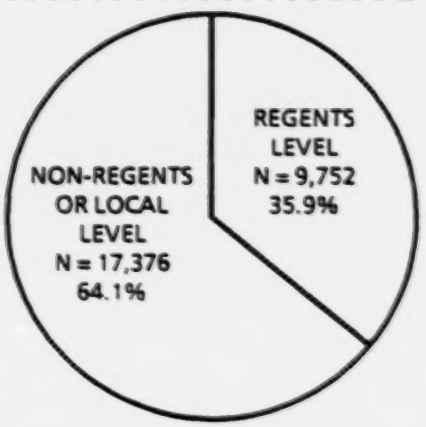

NON-REGENTS/LOCAL LEVEL VERSUS REGENTS LEVEL




ETHNIC*




CAUCASIAN**




NOT CAUCASIAN**

*Includes 66 course enrollments by students with no ethnic code.
**Excludes course enrollments by students with no ethnic code.

TABLE 86-D-3

REPORT CARD MARKS AND FAILING MARKS
NUMBERS AND PERCENTAGES
FINAL MARKS JUNE 1986

This table shows an analysis of final report card marks in June 1986 for grades 7 through 12 English, mathematics, social studies, and science courses. The analysis also incorporates the non-Regents/local level and Regents level placement distinction for each subject at each grade level. Those courses which were judged to be either non-Regents/local level or Regents level are included in the analysis; elective and remedial courses are not included. This school year certain courses, particularly in mathematics, were recategorized as to non-Regents/local level or Regents level status. The present categorization reflects the best thinking of the instructional director on this point. The number of students receiving final failing marks and the percentage that this represents of all non-Regents/ local level or Regents level marks at that grade and subject are also provided.

In previous school years, only grades 9-12 figured in this analysis. This school year, grades 7 and 8 were added.

With the exceptions of grade 12 mathematics and grade 11 social studies courses, the proportion of students in non-Regents/local level classes receiving failing final marks exceeds that of students in Regents level classes. This uneven distribution of failing marks is most evident in grade 7 English courses, all grade 8 courses, grades 9, 10, and 12 English courses, grade 11 mathematics courses, and grade 12 English and science courses, where non-Regents/local level students' failure rates are at least double those of Regents level students. The highest percentages of failures in all subjects at the non-Regents/local level are found at grades 7, 8, and 9, with one exception, grade 11 mathematics. Percentages of failures in Regents level courses in all subjects are more uniform, generally ranging from 15 to 25 percent, except at grade 12 and in grade 9 math.

In grade 8, the percentages of non-Regents/local level and Regents level failures are 40.0 and 14.7 respectively in English; 48.0 and 18.6 in mathematics; 45.5 and 17.2 in social studies; and 51.2 and 19.1 in science.

## TABLE 86-D-3

## REPORT CARD MARKS AND FAILING MARKS
## NUMBERS AND PERCENTAGES
## FINAL MARKS JUNE 1986

| SUBJECT | GRADE 7 COURSES | | | | | | GRADE 8 COURSES | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | LOCAL LEVEL | | | REGENTS LEVEL | | | LOCAL LEVEL | | | REGENTS LEVEL | | |
| | TOT. NO. | NO. FAIL | PCT. FAIL | TOT. NO. | NO. FAIL | PCT. FAIL | TOT. NO. | NO. FAIL | PCT. FAIL | TOT. NO. | NO. FAIL | PCT. FAIL |
| ENGLISH | 869 | 370 | 42.6 | 853 | 157 | 18.4 | 1,019 | 408 | 40.0 | 735 | 108 | 14.7 |
| MATHEMATICS | 916 | 433 | 47.3 | 839 | 214 | 25.5 | 1,069 | 513 | 48.0 | 628 | 117 | 18.6 |
| SOCIAL STUDIES | 841 | 356 | 42.3 | 853 | 203 | 23.8 | 997 | 454 | 45.5 | 726 | 125 | 17.2 |
| SCIENCE | 866 | 362 | 41.8 | 839 | 184 | 21.9 | 1,000 | 512 | 51.2 | 675 | 129 | 19.1 |

| SUBJECT | GRADE 9 COURSES | | | | | | GRADE 10 COURSES | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | NON-REGENTS LEVEL | | | REGENTS LEVEL | | | NON-REGENTS LEVEL | | | REGENTS LEVEL | | |
| | TOT. NO. | NO. FAIL | PCT. FAIL | TOT. NO. | NO. FAIL | PCT. FAIL | TOT. NO. | NO. FAIL | PCT. FAIL | TOT. NO. | NO. FAIL | PCT. FAIL |
| ENGLISH | 1,371 | 503 | 36.7 | 1,117 | 183 | 16.4 | 1,132 | 362 | 32.0 | 942 | 136 | 14.4 |
| MATHEMATICS | 1,527 | 698 | 45.7 | 1,779 | 699 | 39.3 | 441 | 150 | 34.0 | 1,164 | 325 | 27.9 |
| SOCIAL STUDIES | 1,411 | 534 | 37.8 | 1,132 | 245 | 21.6 | 1,205 | 390 | 32.4 | 950 | 176 | 18.5 |
| SCIENCE | 1,424 | 638 | 44.8 | 1,036 | 290 | 28.0 | 1,566 | 467 | 29.8 | 671 | 118 | 17.6 |

| SUBJECT | GRADE 11 COURSES | | | | | | GRADE 12 COURSES | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | NON-REGENTS LEVEL | | | REGENTS LEVEL | | | NON-REGENTS LEVEL | | | REGENTS LEVEL | | |
| | TOT. NO. | NO. FAIL | PCT. FAIL | TOT. NO. | NO. FAIL | PCT. FAIL | TOT. NO. | NO. FAIL | PCT. FAIL | TOT. NO. | NO. FAIL | PCT. FAIL |
| ENGLISH | 835 | 187 | 22.4 | 757 | 95 | 12.5 | 745 | 80 | 10.7 | 516 | 13 | 2.5 |
| MATHEMATICS | 966 | 386 | 40.0 | 722 | 117 | 16.2 | 50 | 1 | 2.0 | 375 | 16 | 4.3 |
| SOCIAL STUDIES | 974 | 199 | 20.4 | 772 | 171 | 22.2 | NA | | | NA | | |
| SCIENCE | 818 | 206 | 25.2 | 360 | 69 | 19.2 | 122 | 22 | 18.0 | 198 | 8 | 4.0 |

Honors and Advanced Placement courses are counted with Regents level, while Basic Skills courses are counted with non-Regents/local level. Electives and remedial courses are excluded from the analysis.

FIGURE 86-D-4

PERCENTAGES
OF DIPLOMA CANDIDATES
GRADUATED
1977-78 THROUGH 1985-86

This figure shows the percentages of diploma candidates who actually graduated from 1977-78 through 1985-86. Data since 1979-80 are based on summaries of information sent by the schools to the State Education Department on the High School Graduation Report form. The analysis includes forms submitted by diploma-granting schools (for the most part, the comprehensive high schools), and includes Madison, Wilson, School Without Walls, Edison, and Center Senior High School in the appropriate years. The number of graduates is shown at the top of each bar.

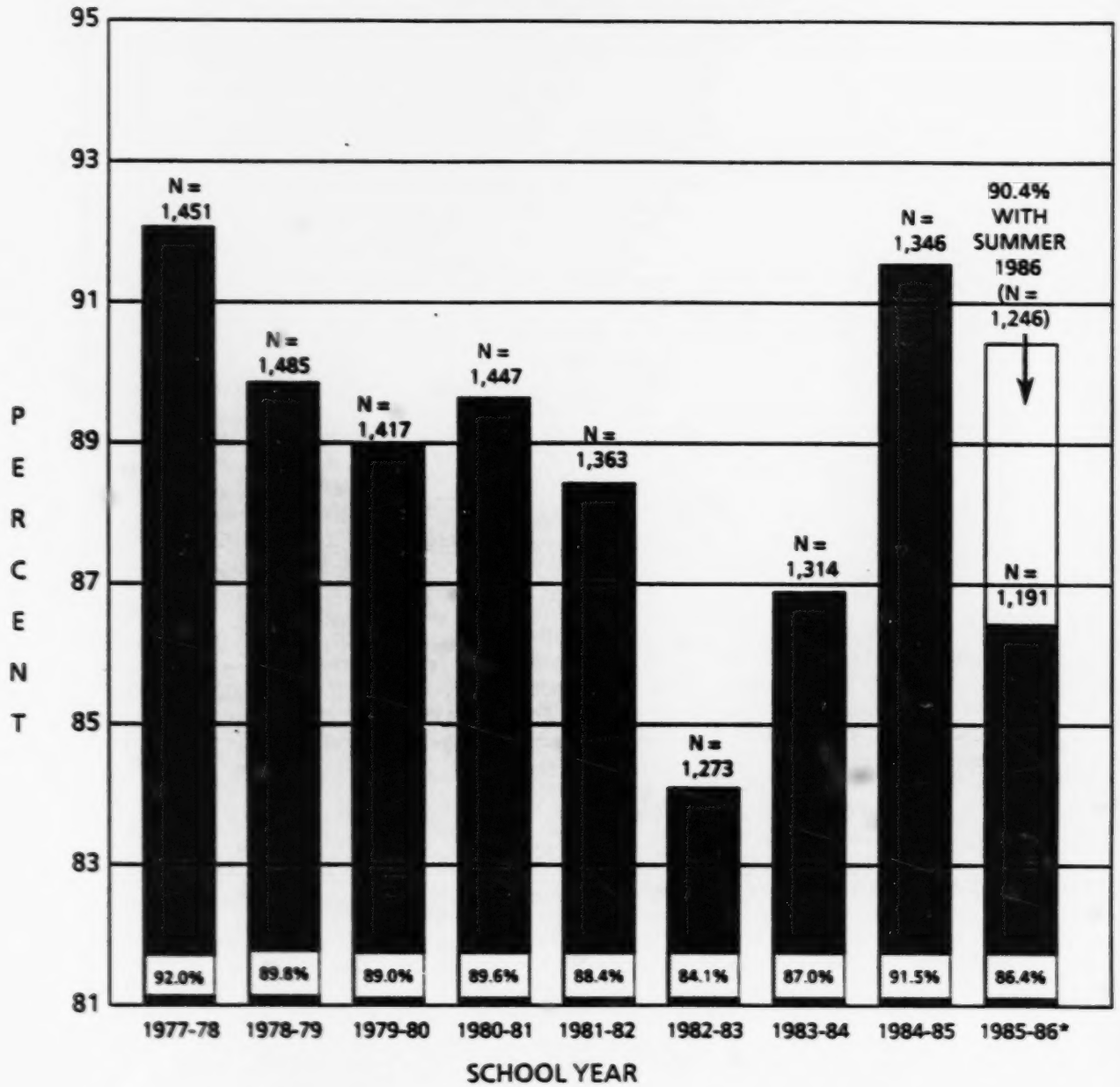
The form prepared by the State Education Department to collect these data has changed in two respects, the first of these several times. Apparently, data collected for 1978-79 and 1979-80 were for June graduates only; those for 1980-81 and 1981-82 were for January, June and Other; those for 1981-82 through 1984-85 were for January and June; and those for 1985-86 were for the school year (September 1-June 30). At the time the 1985-86 form was released, three other changes were made. A complementary form was sent to report data for July and August (of 1986). Also, the rule on determining the number of "candidates for graduation" was changed. Prior forms indicated that candidates should be counted as of June or June 1; the 1985-86 forms change this to candidates "at any time during the regular school year." Finally, data were collected also on Special Education pupils meeting the requirements of their Individual Education Program after four years (IEP diplomas). Data on these students are not included in this figure.

Summer graduates are a concern. With the possible exception of 1980-81 and 1981-82, they are not called for on the reporting form. Starting with 1985-86, they are available as separate data for the following (1986) summer. (Additionally, it is made quite clear that any graduates from the previous summer should not be counted into the regular school year.) Consequently, summer graduates from 1986 are shown as an addition to the figure for 1985-86.

The percentage of diploma candidates graduated declined unevenly, from 92.0 percent in 1977-78, to 84.1 percent in 1982-83, rose to 91.5 percent in 1984-85, but declined again in 1985-86 to 86.4 percent. If summer 1986 graduates who were also diploma candidates in June 1986 are added to the 1985-86 picture, the percentage rises to 90.4 percent.

**FIGURE 86-D-4**

**PERCENTAGES OF DIPLOMA CANDIDATES GRADUATED 1977-78 THROUGH 1985-86**




N indicates number of graduates.

Source of data: For school years 1979-80 and after, data are based on the High School Graduation Report, which is sent to the State Education Department. For 1977-78 and 1978-79, data are based on reports prepared by the Director of Guidance.

*Note: Report format and operational definitions changed for 1985-86. Please see Description at left.

FIGURE 86-D-5

PERCENTAGES OF GRADUATES
RECEIVING REGENTS AND LOCAL DIPLOMAS
AND REGENTS SCHOLARSHIPS
1977-78 THROUGH 1985-86

This figure shows the percentages of graduates who received Regents diplomas and local diplomas from 1977-78 through 1985-86. The percentage of these graduates receiving Regents scholarships is shown also as a separate statistic.

The High School Graduation Report form prepared by the State Education Department has changed in several respects. Apparently, data collected for 1978-79 and 1979-80 were for June graduates only; those for 1980-81 and 1981-82 were for January, June and Other; those for 1981-82 through 1984-85 were for January and June; and those for 1985-86 were for the school year (September 1-June 30). At the time the 1985-86 form was released, three other changes were made. A complementary form was sent to report data for July and August (of 1986). Additionally, data were collected also on Special Education pupils meeting the requirements of their Individual Education Program after four years (IEP diplomas). Data on these students were not included in this figure.

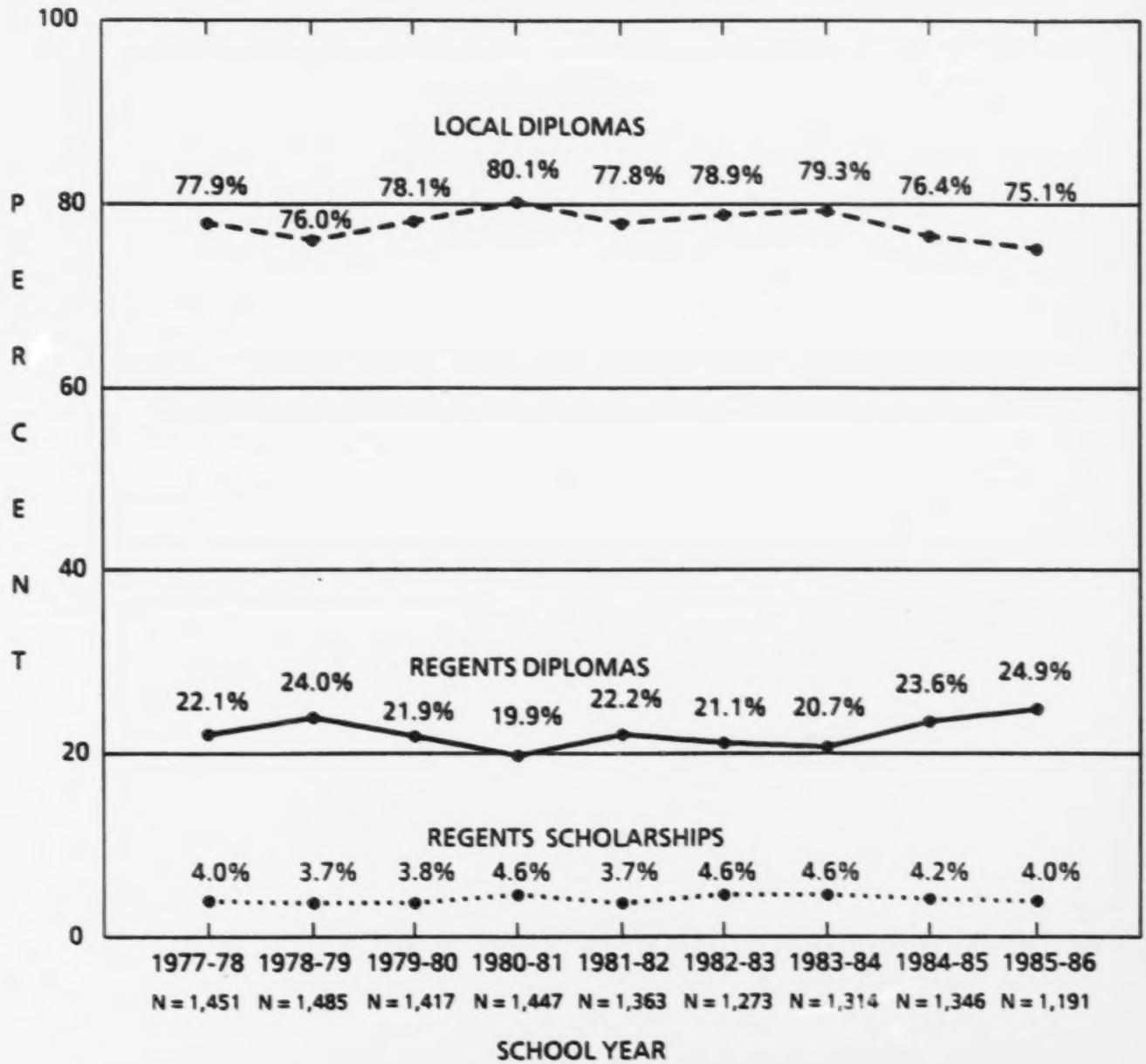
Summer graduates are a concern. With the possible exception of 1980-81 and 1981-82, they are not called for on the reporting form. Starting with 1985-86, they are available as separate data for the following (1986) summer. (Additionally, it is made quite clear that any graduates from the previous summer should not be counted into the regular school year.) However, in the interest of longitudinal consistency, summer graduates from 1986 are not shown as a part of the figure for 1985-86.

The percentage of graduates receiving Regents diplomas has been in the 20 to 25 percent range during these nine school years. In 1985-86, the percentage was 24.9, which is a high for this period. If summer 1986 graduates, regardless of whether they were diploma candidates in June 1986 or not, are added to the picture (97 students including 3 with Regents diplomas), the percentage receiving Regents diplomas declines to 23.3 percent.

The percentage of graduates receiving Regents scholarships has ranged between 3 and 5 percent during these nine school years.

**FIGURE 86-D-5**

**PERCENTAGES OF GRADUATES RECEIVING REGENTS AND LOCAL DIPLOMAS AND REGENTS SCHOLARSHIPS 1977-78 THROUGH 1985-86**




Source of data: For 1977-78 and 1978-79, data for numbers of graduates and for Regents and local diplomas are based on reports prepared by the Director of Guidance; for years 1979-80 and after, these data are based on the High School Graduation Report forms sent by the schools to the State Education Department, supplemented for June 1981 by information from East High School. For all years shown, Regents scholarship data are based on State Education Department figures.

N indicates number of graduates.

FIGURE 86-D-6

SCHOLASTIC APTITUDE TEST
ROCHESTER/NATIONAL COMPARISON
NUMBERS AND PERCENTAGES TAKING AND MEAN SCORES
1982-83 THROUGH 1985-86

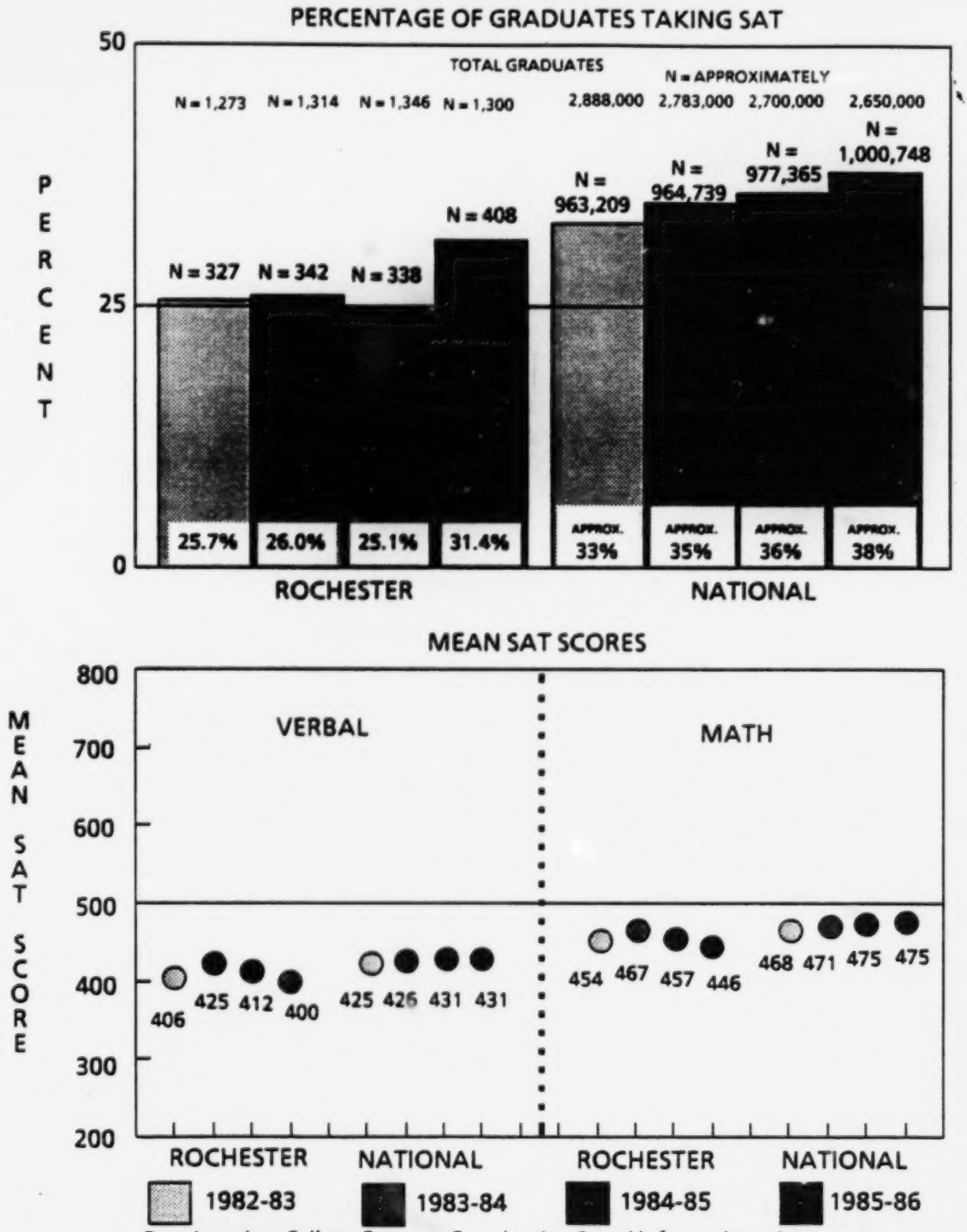
This figure shows two longitudinal comparisons of City School District graduates and the national graduate population, based on the Scholastic Aptitude Test (SAT). The first compares the percentage of District graduates taking the SAT with the national percentage. The second compares the Verbal and Math mean scores obtained locally and nationally.

The District graduated approximately 1,300 students during the four school years shown. Of these, fewer than 350 (approximately 25%) took the SAT in the first three years shown. In 1985-86, however, the number rose to over 400 (over 31%). During the same school years, there were approximately 2½ to 3 million high school graduates across the nation. Both the number and percentage of these who took the SAT rose each year. In 1985-86, approximately 38 percent of these graduates took the SAT.

In 1982-83, the mean score of District graduates on the Verbal portion of the SAT was 406, compared to a national graduate mean of 425, and on the math portion it was 454, compared to the national mean of 468. While the national means increased or held even since then, the District mean scores rose only in 1983-84 and then declined the two following years. In 1985-86, the District mean score on Verbal was 400 while the national figure was 431; in Math the District value was 446 and the national 475.

**FIGURE 86-D-6**

**SCHOLASTIC APTITUDE TEST**
**ROCHESTER/NATIONAL COMPARISON**
**NUMBERS AND PERCENTAGES TAKING AND MEAN SCORES**
**1982-83 THROUGH 1985-86**




Data based on College Entrance Examination Board information, plus current information from National Center for Education Statistics and Rochester's High School Graduation Reports.

FIGURE 86-D-7

SCHOLASTIC APTITUDE TEST
ROCHESTER/NATIONAL COMPARISON
NUMBERS AND PERCENTAGES TAKING AND MEAN SCORES
BY MAJOR ETHNIC CATEGORIES
1985-86

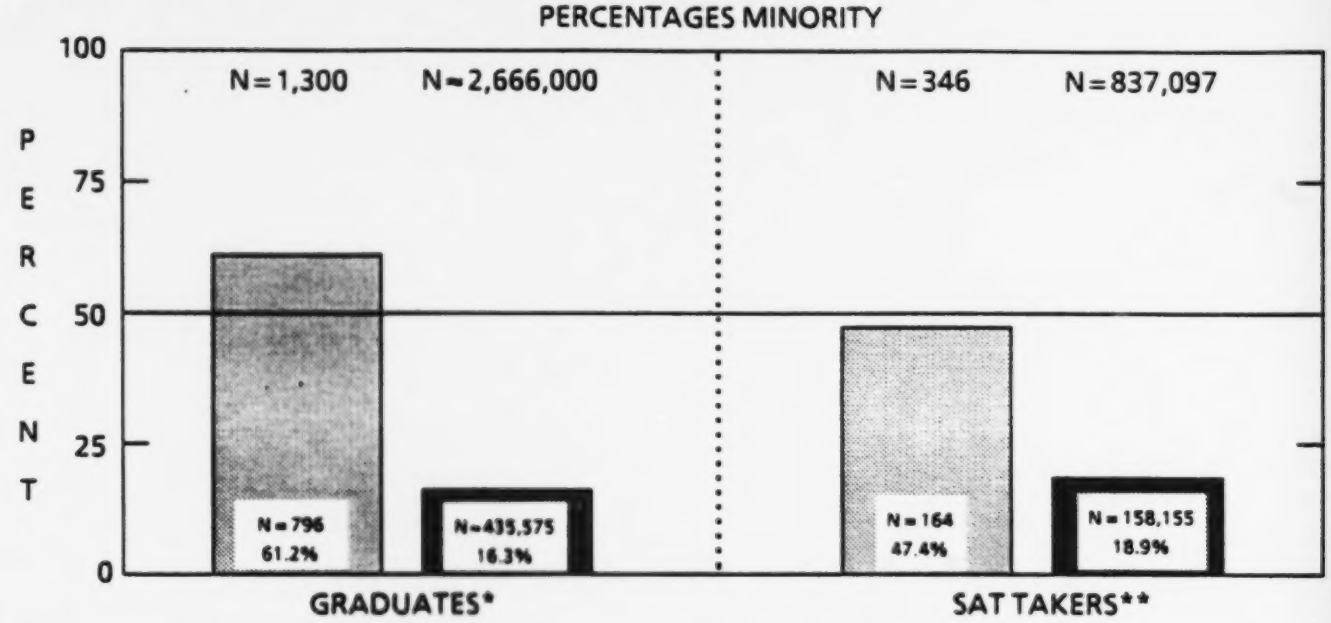
This figure compares the Rochester City School District with schools nationally in regard to (1) the ethnic distribution of high school graduates and of graduates who took the Scholastic Aptitude Test (SAT), and (2) the mean Verbal and Math SAT scores by major ethnic categories.

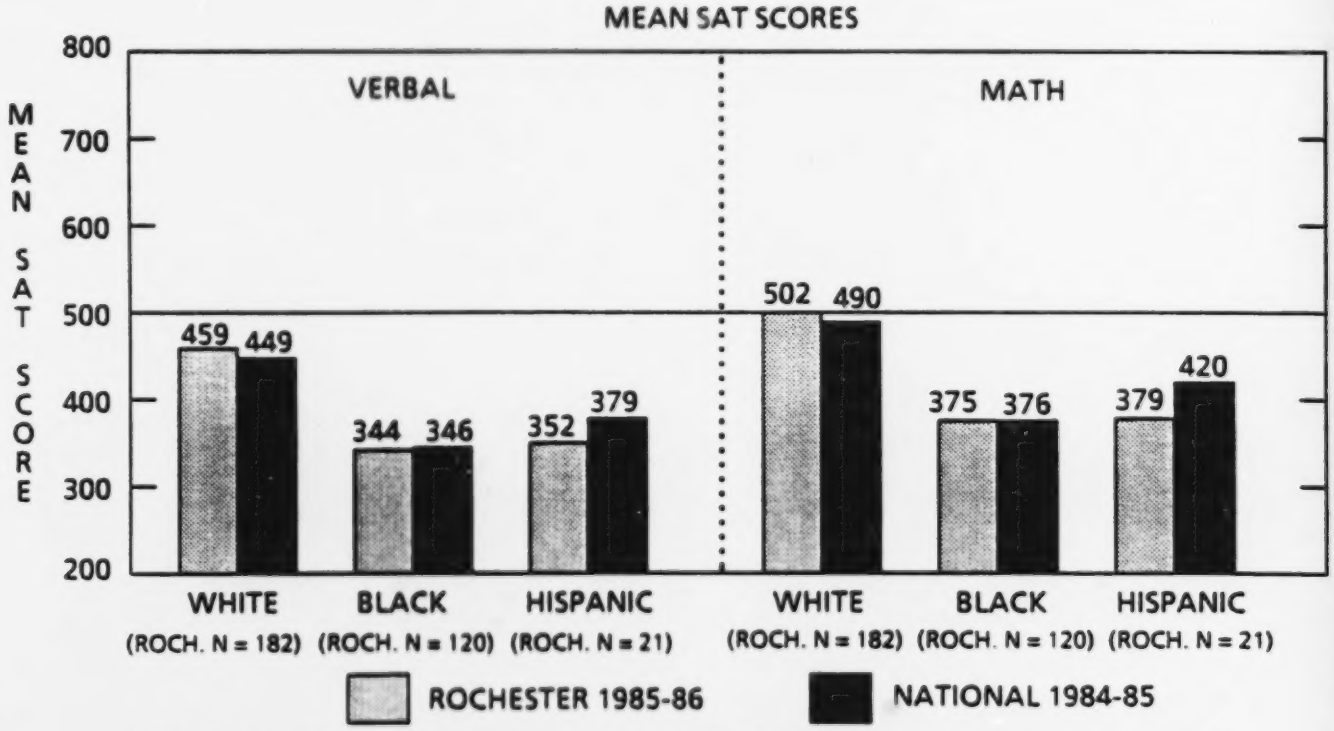
The Rochester data are for graduates from the 1985-86 school year. These data were obtained from tapes furnished by the College Board/ Educational Testing Service over the course of the 1984-85 and 1985-86 school years. Analysis of these tapes produced SAT score data on 378 students from the relevant cohort of graduates; this number represents 93 percent of the number of graduates with SAT scores reported to the District by the College Board in their official summary report (408). The reason for this discrepancy is unknown. National SAT data are taken from graduates from the previous school year (1984-85). Data from the College Board were unavailable on an ethnic basis for the 1985-86 cohort, since the College Board had changed their ethnic categorization system and did not amalgamate those data. It may be noted that the national mean SAT Verbal and Math scores both remained the same from 1984-85 to 1985-86, although the relative change in performance, if any, of the ethnic categories is not known. Data describing the nation's graduates also are from 1984-85, and they are the latest available from the United State Department of Labor. The ethnic distribution of graduates may have varied since that time.

Of Rochester's 1,300 graduates, 796 (61.2%) were minority students. Nationally, a lower portion of graduates (16.3%) were minorities. Of the 346 local graduates who took the SAT and declared their ethnicity, 164 (47.4%) were minority students. Among the nation's graduates, 18.9 percent of those who took the SAT and declared their ethnicity were minority students. Rochester's mean Verbal and Math SAT scores exceeded the national scores for the White ethnic category, were virtually the same as the national scores for the Black category, and were lower than the national scores for the Hispanic category.

**FIGURE 86-D-7**

**SCHOLASTIC APTITUDE TEST**
**ROCHESTER/NATIONAL COMPARISON**
**NUMBERS AND PERCENTAGES TAKING AND MEAN SCORES**
**BY MAJOR ETHNIC CATEGORIES**
**1985-86**




SAT data is based on College Entrance Examination Board publications and specific data for Rochester (see description). National graduate data is based on United State Department of Labor statistics. Rochester graduate data is from the City School District's publication, 1985-86: Year-End Statistical Data.

*Rochester excludes IEP graduates.

**SAT takers declaring ethnicity.

FIGURE 86-D-8

PRELIMINARY SCHOLASTIC APTITUDE TEST
ROCHESTER/NATIONAL COMPARISON
NUMBERS AND PERCENTAGES TAKING AND MEAN SCORES
OCTOBER 1982 THROUGH OCTOBER 1985

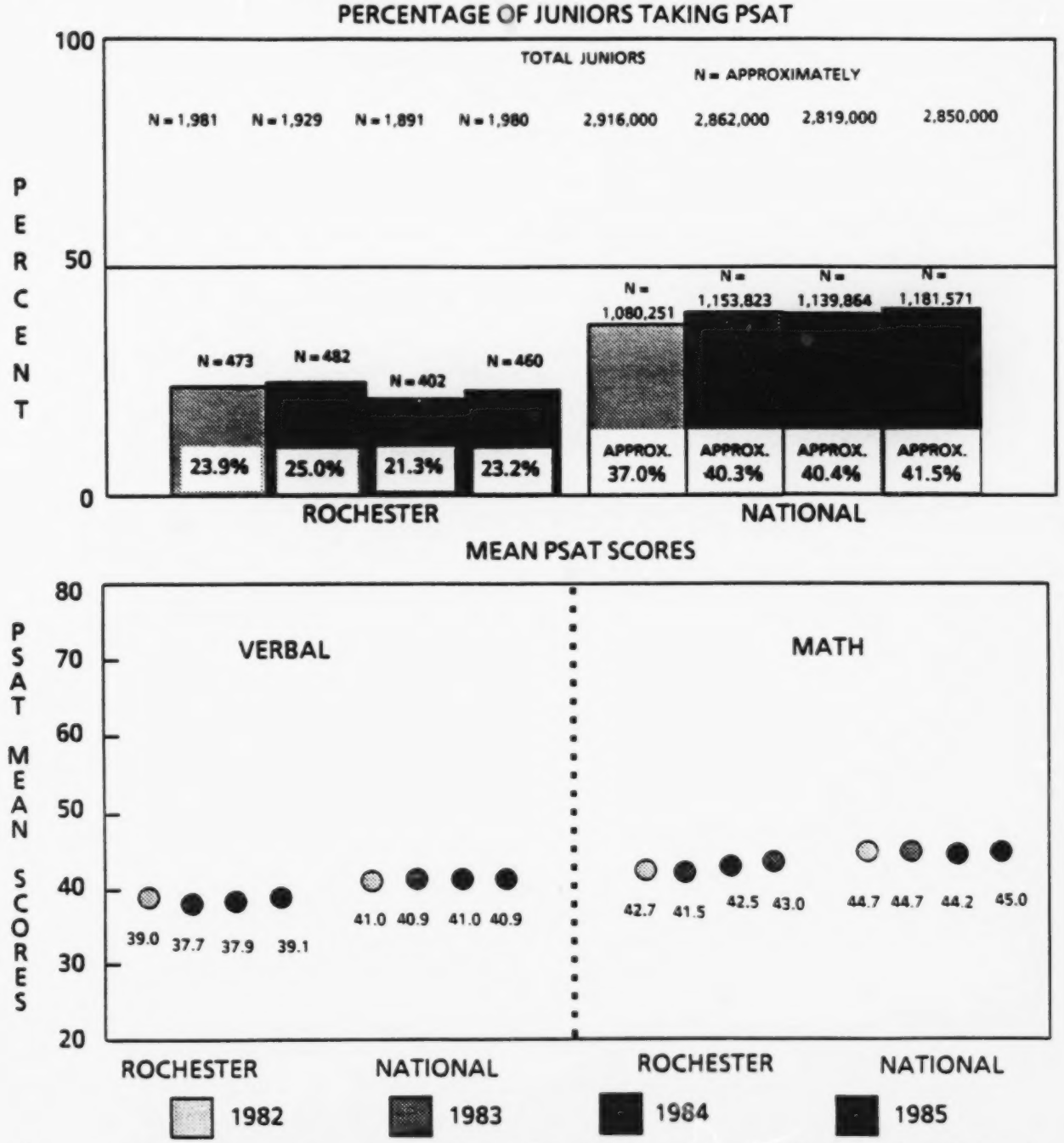
This figure shows two longitudinal comparisons of the City School District and the national population of high school juniors, based on the Preliminary Scholastic Aptitude Test (PSAT). The first compares the percentage of District juniors taking the PSAT with the national percentage. The second compares the PSAT Verbal and Math mean scores obtained locally and nationally.

The District has had approximately 1,900 to 2,000 juniors in each school year shown. Of these, between 402 and 482 took the PSAT, representing from 20 to 25 percent of that population. During the same school years, there were nearly 3 million high school juniors across the nation. The number of these taking the PSAT increased from approximately 1 million to 1.2 million across these 4 years; this reflects a percentage that increased each year, from approximately 37 percent in 1982 to 41.5 percent in 1985.

In October 1982, the mean score of District juniors on the Verbal portion of the PSAT was 39.0, compared to a national junior mean of 41.0. Three years later, in October 1985, the District score had risen slightly to 39.1, while the national score had declined slightly to 40.9. The mean score of District graduates on the Math portion in October 1982 was 42.7, compared to the national mean of 44.7. Three years later, both the District and the national scores had increased by 0.3, to 43.0 and 45.0 respectively.

**FIGURE 86-D-8**

**PRELIMINARY SCHOLASTIC APITITUDE TEST**
**ROCHESTER/NATIONAL COMPARISON**
**NUMBERS AND PERCENTAGES TAKING AND MEAN SCORES**
**OCTOBER 1982 THROUGH OCTOBER 1985**




Data based on College Entrance Examination Board information, plus information from National Center for Education Statistics and Rochester City School District, Dept. of Student Data, Testing, and Records.

FIGURE 86-D-9

AMERICAN COLLEGE TESTING PROGRAM
ROCHESTER/NATIONAL COMPARISON
NUMBERS AND PERCENTAGES TAKING AND MEAN SCORES
BY MAJOR ETHNIC CATEGORIES
1985-86.

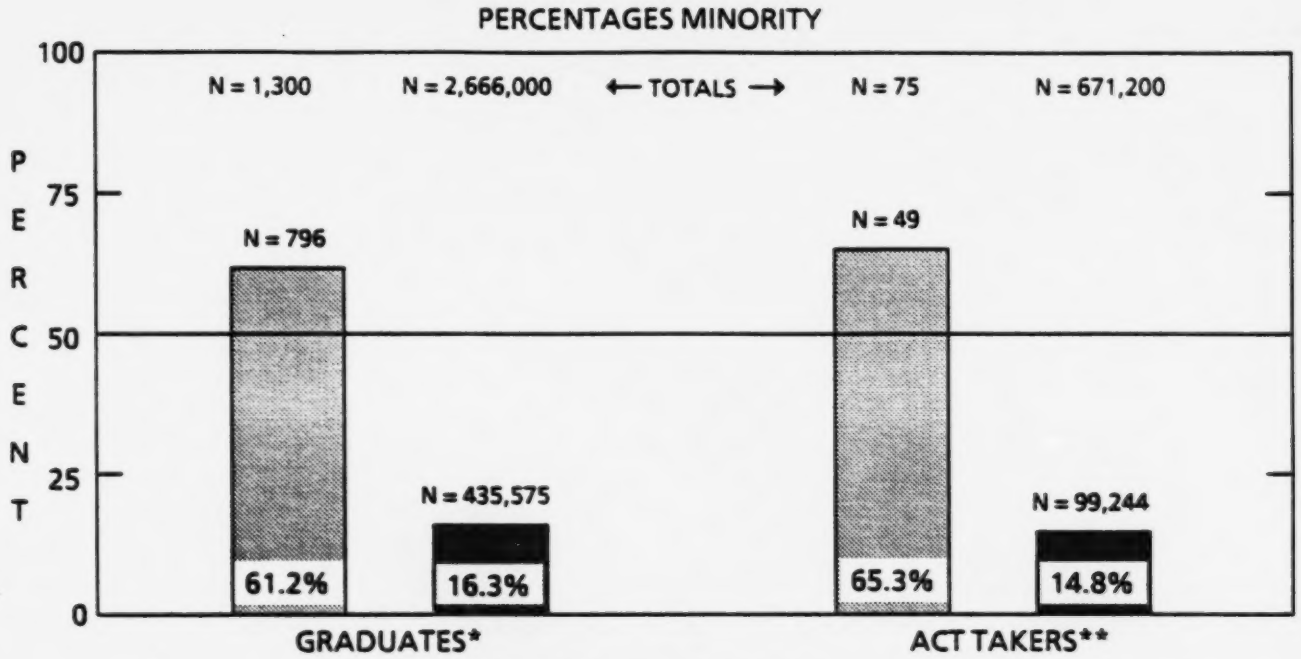
This figure compares the District with schools nationally in regard to (1) ethnic distribution of high school graduates and of graduates who took the American College Testing program (ACT) examination, and (2) the mean ACT Composite score. The Composite score is a combination of scores for subtests in English, mathematics, social studies and natural sciences. The mean Composite score is shown for the total and for the Caucasian American/White, Afro-American/Black, Puerto Rican/Hispanic, and Asian American subgroups. All the ACT data and the Rochester graduate data are for 1985-86 graduates; however, the national graduate data are for 1984-85.

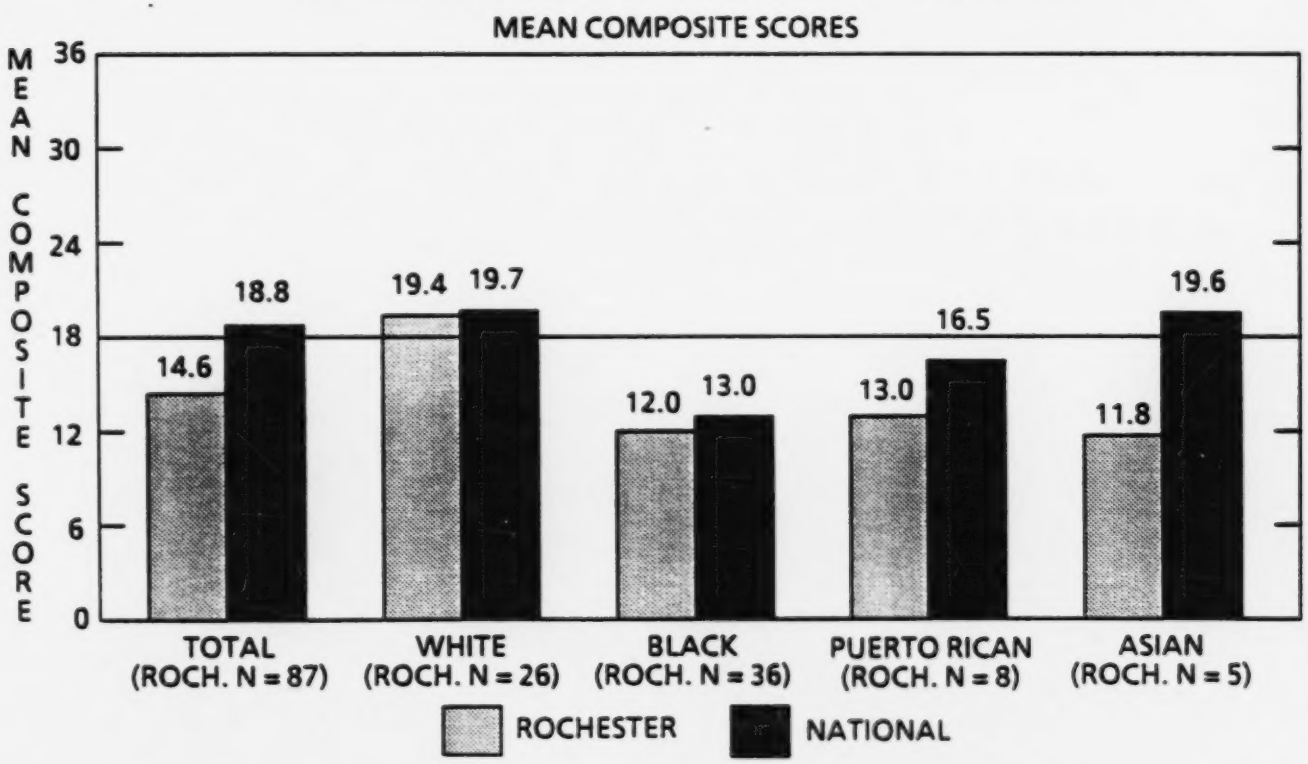
The percentage of graduates who were minority group members was higher for Rochester (61.2%) than for the nation the previous school year (16.3%). The percentage minority of ACT-taking graduates was likewise higher for Rochester (65.3%) than for the nation (14.8%).

The national mean Composite score was 18.8; Rochester's was 14.6, 4.2 points lower. However, when analyzed for their two major ethnic categories, the Rochester score was closer to the national (0.3 below for White, and 1.0 below for Black).

**FIGURE 86-D-9**

**AMERICAN COLLEGE TESTING PROGRAM**
**ROCHESTER/NATIONAL COMPARISON**
**NUMBERS AND PERCENTAGES TAKING AND MEAN SCORES**
**BY MAJOR ETHNIC CATEGORIES**
**1985-86**




*Rochester excludes IEP graduates.

**ACT takers declaring identifiable ethnicity.

FIGURE 86-D-10

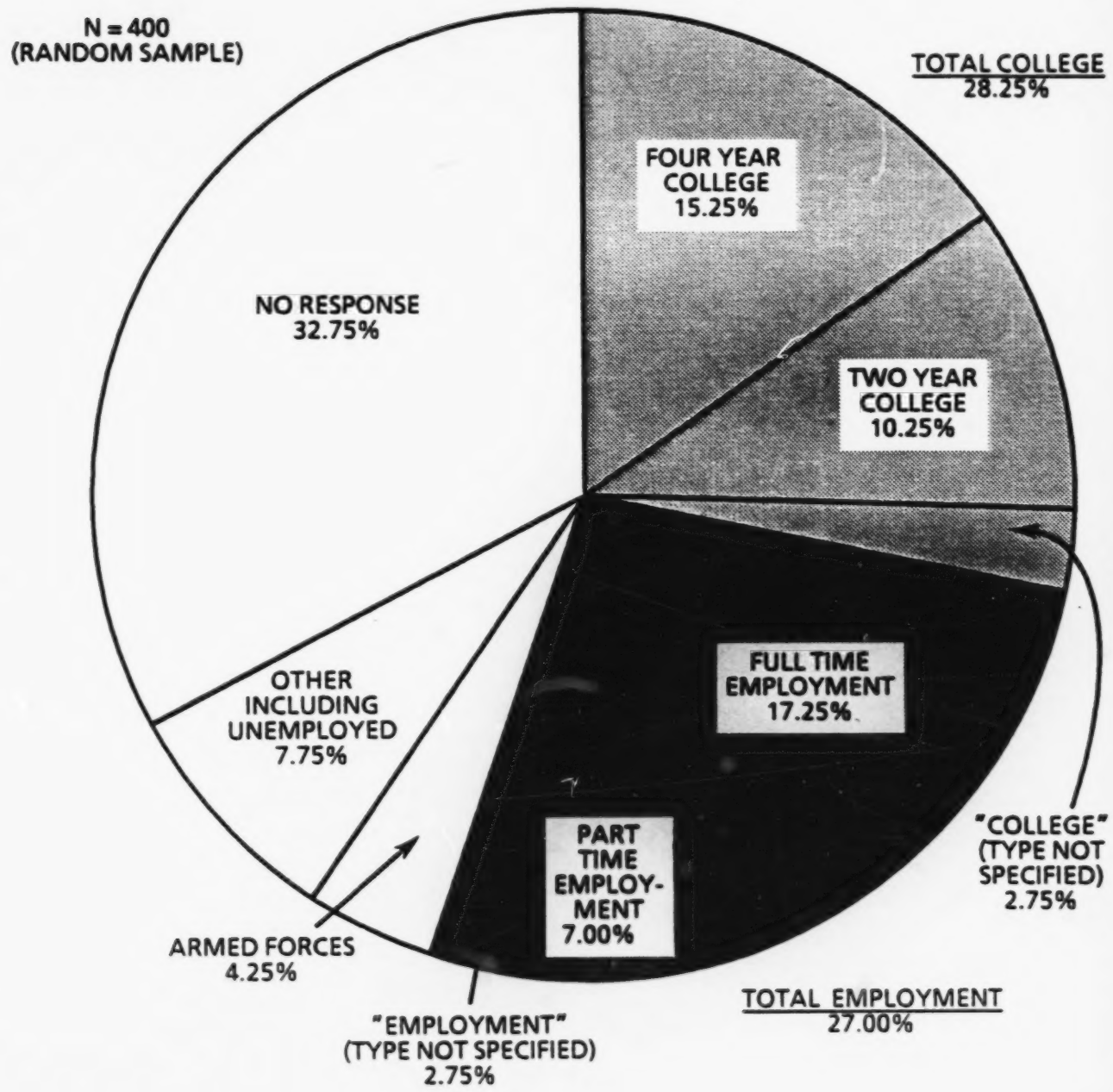
GRADUATE DESTINATION SURVEY RESULTS
CLASS OF JUNE 1985
WINTER 1985-86

This figure displays results of a follow-up survey of graduates conducted to determine their "destination," or education/employment/occupation status. A random sample of 400 of the approximately 1,400 June 1986 graduates was selected. The sampling margin of error for this size sample is plus or minus 5 percent. Attempts were made to contact these 400 graduates first by mail and then by telephone during the approximate period of late November 1985 through mid February 1986. Responses were divided into four broad categories, two of which were further subdivided.

Of the 400 graduates in the sample, actual responses were obtained from 269 or 67.25 percent. The 32.75 percent who did not respond constitute a distinct fifth category and are shown as part of the results. The two largest broad categories of destinations, approximately the same size, were college (28.25%) and employment (27.00%). Another 4.25 percent listed the armed forces as their destination, and 7.75 percent listed other destinations, including unemployed.

**FIGURE 86-D-10**

**GRADUATE DESTINTION SURVEY RESULTS**
**CLASS OF JUNE 1985**
**WINTER 1985-86**



## Attendance

## SECTION E

## ATTENDANCE

This section presents information, sometimes in a historical and/or comparative framework, on students' school attendance, according to the following outline:


District Historical, By Grade, and Comparative Attendance. . . . . .86-E-1 through 86-E-3

Excessive Absenteeism. . . . . .86-E-4

Attendance/Achievement Relationship. . . . . .86-E-5


---

Reports of attendance by school and by attendance period (Superintendent's Attendance Report) are published every five weeks by the Department of Data Processing.

FIGURE 86-E-1

ATTENDANCE RATES
NEW YORK STATE BIG FIVE CITIES
SELECTED SCHOOL YEARS 1971-72 TO 1985-86

This figure shows student attendance rates for the "Big 5" cities in New York State, considered for attendance purposes to be New York City, Yonkers, Buffalo, Syracuse and Rochester. A historical perspective is shown, including school years 1971-72, 1974-75, 1979-80 and 1982-83 through 1984-85, for all five cities. For Rochester only, data was available for 1985-86. The attendance rates are for all students, elementary and secondary, whether in regular or alternative programs.

Syracuse, Buffalo and Rochester have the generally highest attendance rates respectively. Syracuse's attendance is consistently above 90 percent; Buffalo's attendance was above 90 percent each school year shown except 1979-80; and Rochester's attendance ranged from 87.9 percent in 1971-72 to 89.6 percent or better in all other school years shown. From 1971-72 to 1983-84, Rochester demonstrated a greater rate of improvement than any of the other cities except New York City, increasing its attendance rate by 1.9 percentage points.

In 1984-85, Rochester's attendance reached 90.0 percent for the first time in this decade but fell to 89.8 percent in 1985-86.

FIGURE 86-E-1

ATTENDANCE RATES
NEW YORK STATE BIG FIVE CITIES
SELECTED SCHOOL YEARS 1971-72 TO 1985-86

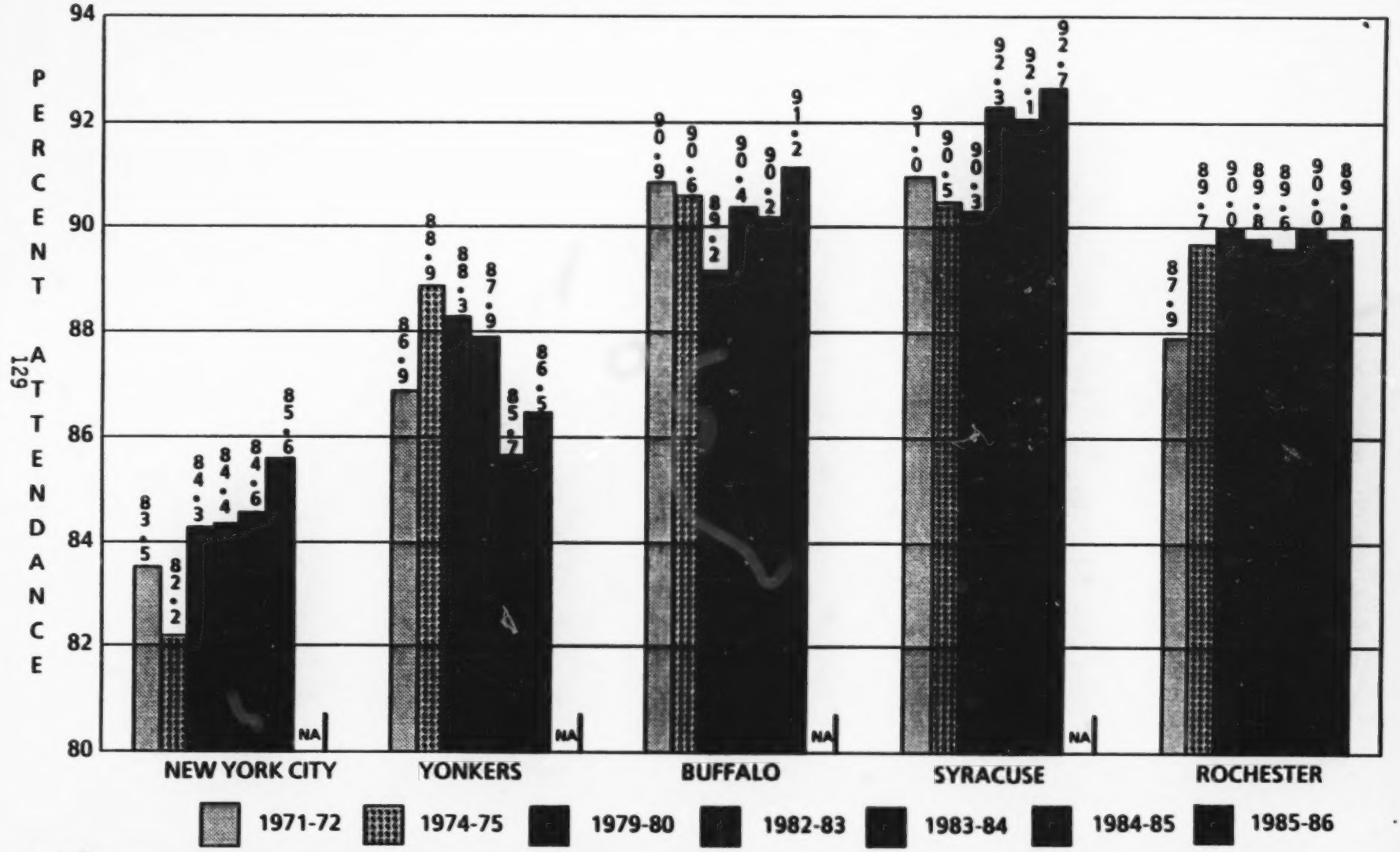


FIGURE 86-E-2

ATTENDANCE RATES
NEW YORK STATE BIG FIVE CITIES
BY RANGES OF GRADES
1984-85

This figure shows rates of attendance for ranges of grades in each of New York State's "Big 5" cities. In each of the grade ranges, Rochester is represented by the rightmost bar. The other cities, New York City, Yonkers, Buffalo, and Syracuse, are shown from left to right respectively.

Rochester's attendance at half-day kindergarten is 90.2 percent. Attendance rises to 93.5 percent for full-day kindergarten through grade 3 and 94.0 percent for grades 4 through 6. The rate at grades 7 and 8 falls to 88.6 percent, and it decreases to 81.7 percent at grade 9. At grades 10 through 12, the attendance rate rises to 85.7 percent.

Rochester's kindergarten through grade 6 attendance rates are second only to Syracuse's among the "Big 5" cities. At grades 7 through 12, Rochester ranks third among the "Big 5," exceeded by Syracuse and Buffalo but surpassing New York City and Yonkers.

FIGURE 86-E-2

ATTENDANCE RATES
NEW YORK STATE BIG FIVE CITIES
BY RANGES OF GRADES
1984-85

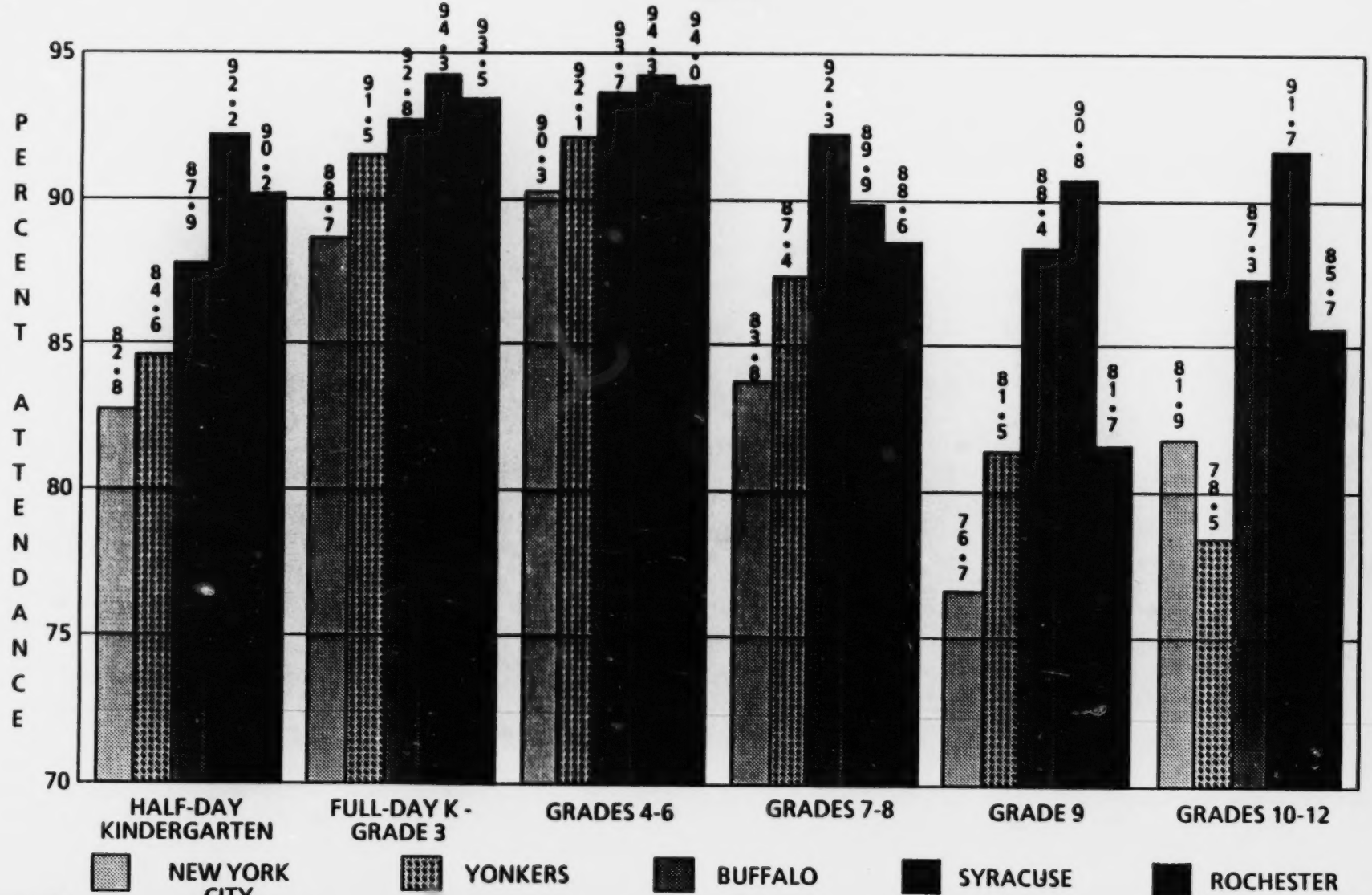


FIGURE 86-E-3

ATTENDANCE RATES
DISTRICT
BY RANGES OF GRADES
1979-80 through 1985-86

This figure shows rates of attendance for ranges of grades in the Rochester City School District from 1979-80 through 1985-86.

Rochester's attendance has historically been best at grades 1-6 and poorest at the secondary level, particularly at grade 9. In each of the grade ranges shown, 1985-86 attendance rates decreased from or remained level with 1984-85 rates. In 1984-85, attendance rates had increased at all grade ranges.

**FIGURE 86-E-3**

**ATTENDANCE RATES**
**DISTRICT**
**BY RANGES OF GRADES**
**1979-80 THROUGH 1985-86**

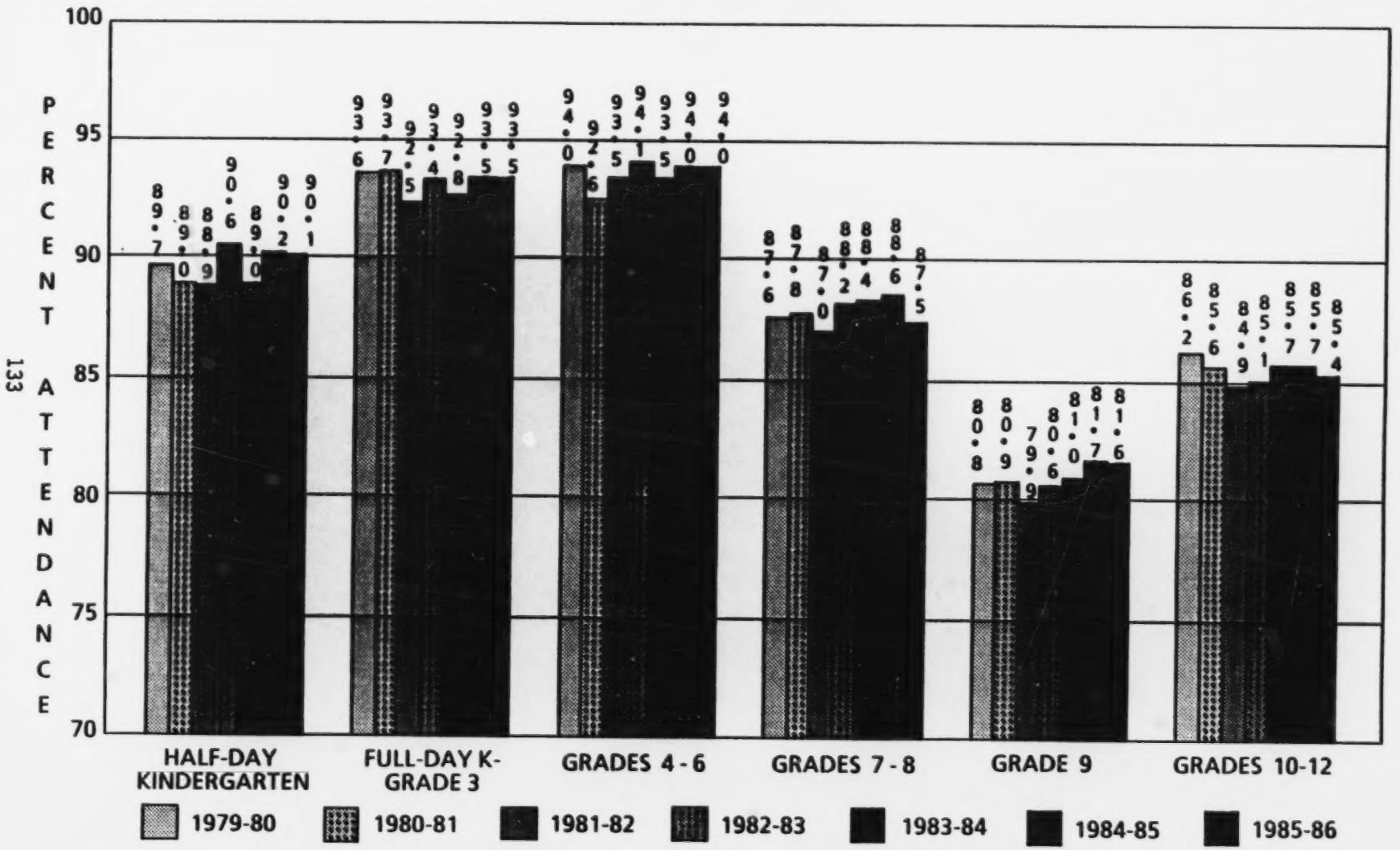


FIGURE 86-E-4

EXCESSIVE ABSENCES
GRADES 7, 8, 9 ONLY
1980-81 THROUGH 1985-86

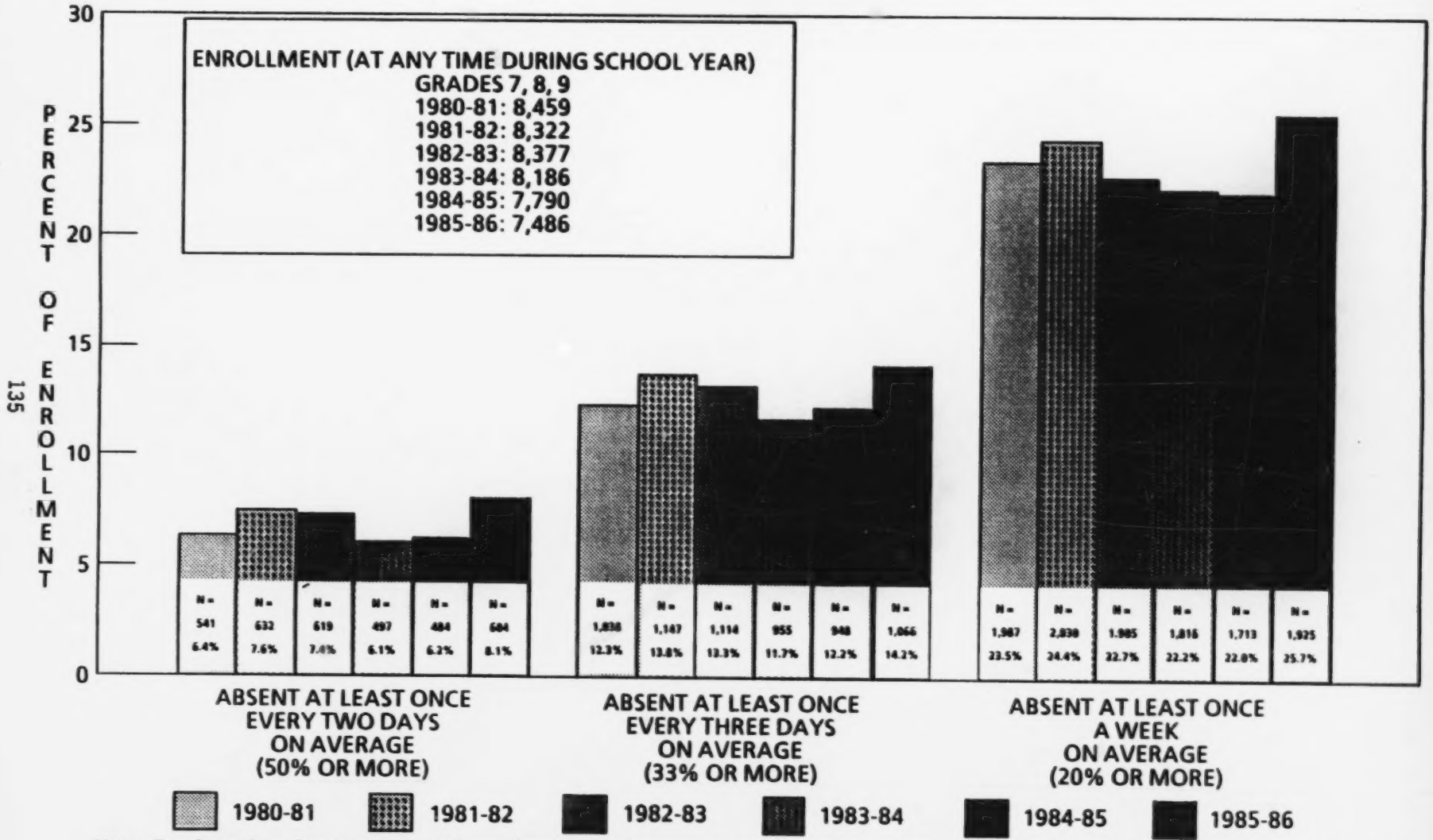
This figure shows excessive absenteeism for grades 7 through 9 combined for the school years 1980-81 through 1985-86. Excessive absenteeism is defined here as absence at least once per five-day week on average, or twenty percent of the time. More serious levels of excessive absence are also indicated. The numbers and percentages of students included in each of these categories are cumulative. The current analysis is based on all students who were enrolled in the District at any point during the relevant school year. Students on in-school suspension are not considered absent.

During the first five years of the six school years analyzed, the number of students in each excessive absence category peaked in 1980-81 and decreased each school year since then. However, in all categories, the 1985-86 numbers and percentages are higher than those of 1984-85, and in percentage terms they represent a high for the entire six year period.

In 1985-86, 604 students (8.1%) in grades 7 through 9 were absent 50 percent or more of the time. A total of 1,066 students at these grades (14.2%) had 33 percent or higher absence, while 1,925 (25.7%) had 20 percent or higher absence. Thus, 25.7 percent of the District's grade 7 through 9 enrollment was excessively absent, as defined above. In other words, better than one of every four students in these three grades was absent, on the average, one day per five-day week during the portion of the school year that he or she was enrolled.

**FIGURE 86-E-4**

**EXCESSIVE ABSENCES**
**GRADES 7,8,9 ONLY**
**1980-81 THROUGH 1985-86**




Note: Despite serious data integrity problems (described in connection with Table 86-F-1 and Figures 86-H-2 and 3), the Project Manager judged that the general purposes of this figure could be adequately met despite partially faulty data.

TABLE 86-E-5
ATTENDANCE/ACHIEVEMENT RELATIONSHIP
SCHOOL YEAR ATTENDANCE
SPRING STANDARDIZED ACHIEVEMENT TESTS
1985-86

This table displays data on the relationship between attendance rates and standardized achievement test scores in the District during 1985-86. Both the attendance/reading and the attendance/mathematics relationships were analyzed for the group as a whole and on a grade basis. Correlations are shown for all grades but more extensive data only for the total group and a sample grade (9).

Students were sorted into a series of 9 appropriate groups on the basis of their attendance rates and into a second series of 9 groups based on their scores. These 9 groups were consolidated into 3 ranges (Below Average, Average, Above Average) for the sake of simplicity of data presentation. The three ranges were crosstabulated, showing the number of students who fell into each combination. (For example, for the total group's reading analysis, there were 775 students whose attendance was below average and whose reading scores were above average.) Correlation values, however, were calculated and tabled both on the basis of the 9-group crosstabulation and on the basis of the 3-range crosstabulation.

Rather modest correlations were found between attendance rates and achievement scores. These correlations are higher in grades 7-11 than elsewhere, and they are higher in mathematics than in reading. (Predictably, the 9 x 9 correlations are higher than the 3 x 3.) Overall, the 9 x 9 correlations are +.20 in reading and +.25 in mathematics. The highest grade values are at grade 9, +.25 in reading and +.36 in mathematics. Therefore, grade 9 was selected for more detailed analysis, in addition to the total figures.

The proportions of students that would be expected to fall into each of the ranges are: Below Average: 23%; Average: 54%; Above Average: 23%. It may be noted that, both for the total and the grade 9 analyses, a relatively small number of students are found with below-average attendance and above-average achievement. Technically, in the four analyses shown, this cell ranges from approximately 35 percent to 55 percent of its expected value under a no-correlation situation.

## TABLE 86-E-5

## ATTENDANCE/ACHIEVEMENT RELATIONSHIP
## SCHOOL YEAR ATTENDANCE
## SPRING STANDARDIZED ACHIEVEMENT TESTS
## 1985-86

**GRADES 1-12 AND NG TOTAL**

| ATTENDANCE | READING SCORES: BELOW AVG. | AVG. | ABOVE AVG. | TOTAL | MATHEMATICS SCORES: BELOW AVG. | AVG. | ABOVE AVG. | TOTAL |
|---|---|---|---|---|---|---|---|---|
| BELOW AVG. | 1,795 | 3,245 | 775 | 5,815 | 1,964 | 3,230 | 603 | 5,797 |
| AVG. | 2,798 | 7,450 | 3,303 | 13,551 | 2,886 | 7,385 | 3,299 | 13,570 |
| ABOVE AVG. | 1,025 | 3,663 | 2,009 | 6,697 | 1,005 | 3,487 | 2,197 | 6,689 |
| TOTAL | 5,618 | 14,358 | 6,087 | 26,063 | 5,855 | 14,102 | 6,099 | 26,056 |

Correlation (3 x 3 grid): +.16
Correlation (9 x 9 grid): +.20

Correlation (3 x 3 grid): +.21
Correlation (9 x 9 grid): +.25

**CORRELATION VALUES FOR INDIVIDUAL GRADES**

| | GRID | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | NG | 1-12 and NG |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| RDG. W. ATT. | 3x3 | +.16 | +.08 | +.10 | +.15 | +.07 | +.11 | +.17 | +.19 | +.21 | +.23 | +.17 | +.15 | +.09 | +.16 |
| | 9x9 | +.18 | +.11 | +.12 | +.16 | +.08 | +.13 | +.23 | +.24 | +.25 | +.24 | +.22 | +.18 | +.10 | +.20 |
| MATH. W. ATT. | 3x3 | +.16 | +.12 | +.12 | +.21 | +.13 | +.20 | +.24 | +.26 | +.31 | +.26 | +.21 | +.20 | +.13 | +.21 |
| | 9x9 | +.21 | +.13 | +.16 | +.21 | +.15 | +.22 | +.31 | +.33 | +.36 | +.30 | +.26 | +.23 | +.14 | +.25 |

**GRADE 9 ONLY**

| ATTENDANCE | READING SCORES: BELOW AVG. | AVG. | ABOVE AVG. | TOTAL | MATHEMATICS SCORES: BELOW AVG. | AVG. | ABOVE AVG. | TOTAL |
|---|---|---|---|---|---|---|---|---|
| BELOW AVG. | 176 | 257 | 53 | 486 | 195 | 266 | 40 | 501 |
| AVG. | 213 | 632 | 281 | 1,126 | 211 | 632 | 287 | 1,130 |
| ABOVE AVG. | 77 | 334 | 169 | 580 | 55 | 303 | 228 | 586 |
| TOTAL | 466 | 1,223 | 503 | 2,192 | 461 | 1,201 | 555 | 2,217 |

Correlation (3 x 3 grid): +.21
Correlation (9 x 9 grid): +.25

Correlation (3 x 3 grid): +.31
Correlation (9 x 9 grid): +.36

# Student Mobility

## SECTION F

## STUDENT MOBILITY

This section presents historical information which describes students' mobility (movement into and out of District schools), according to the following outline.

District Historical Mobility Rates . . . . . .86-F-1

Open Enrollment Analysis . . . . . .86-F-2

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Additional analyses of mobility data are available in two reports (Enrollment Report and Year-End Statistical Data) published annually by the Department of Student Data, Testing, and Records. Year-End Statistical Data includes by-school information.

TABLE 86-F-1

STUDENT MOBILITY
1979-80 THROUGH 1985-86

This table shows districtwide mobility rates for elementary schools and secondary schools during the school years 1979-80 through 1985-86. Mobility is defined as the number of entrants plus the number of losses during the course of the school year, divided by October enrollment. New entrants (first time in any school) and regular graduates are not counted in calculating these mobility rates; neither are routine movements between buildings (e.g., from sixth to seventh grade).

Elementary mobility rates are generally higher than secondary mobility rates. During the first four years in this period, elementary rates ranged from 61.3 percent to 65.3 percent, but dropped to 46.7 percent in 1983-84 and to 46.6 percent in 1984-85. Secondary rates declined every school year but one, falling from 57.5 percent in 1979-80 to 39.9 percent in 1984-85. For 1985-86, no data are reported, for reasons footnoted in the table.

## TABLE 86-F-1

## STUDENT MOBILITY
## 1979-80 THROUGH 1985-86

| SCHOOL YEAR | ELEMENTARY | SECONDARY |
|---|---|---|
| 1979-80 | 65.3% | 57.5% |
| 1980-81 | 62.1% | 51.9% |
| 1981-82 | 61.3% | 49.2% |
| 1982-83 | 62.7% | 44.6% |
| 1983-84 | 46.7% | 45.3% |
| 1984-85 | 46.6% | 39.9% |
| 1985-86 | NA* | NA* |

Only regular schools, not alternative, are included in these figures (i.e., elementary schools No. 1-58, secondary schools 60-72).

*The Project Manager judged that the data available for this table for the 1985-86 school year were not of sufficient integrity to warrant inclusion in the District Data Report. Data validity problems related to adoption of the on-line student data base and to inadequate quality control of information were associated with that situation.

TABLE 86-F-2

OPEN ENROLLMENT
FUNDED PROJECT ELIGIBILITY
ANALYSIS
1985-86

This table displays information on students outside their home schools with an emphasis on open enrollment students. There are three sections, which are sequential in interpretation. The first gives counts of all District students who were attending a school other than their home school at the end of the 1985-86 school year. (Note: Secondary students do not have secondary home schools as such. Their home school remains an elementary school or attendance zone. For the purposes of this analysis, they were assigned dummy secondary home schools, based on the feeder patterns shown in the publication Secondary Schools: Organization of Schools. Since Wilson does not have a true feeder pattern, the southwest quadrant schools, which are given preference, were used as its feeder schools for purposes of creating their dummy secondary home school, and this was done for grades 7-12 though Wilson itself is 9-12.) Both home and attending schools were divided into target and non target schools, based on 1985-86 Chapter 1 eligibility. These categories were crosstabulated to show counts of students in each situation.

The second section focuses on students attending a nontarget school (where Chapter 1 services are unavailable) from a target home school (where Chapter 1 services would have been available). These students are counted and listed by placement code. The third section further focuses on those students with Elementary Open Enrollment (EZ) and Secondary Open Enrollment (OE) placement codes. It shows their ethnic distribution and the numbers and proportions of those who would be eligible (on the basis of a spring 1986 standardized achievement test percentile score at or below 25) for Chapter 1 services if in a target school.

There were 14,719 students (using the above described dummy secondary home school procedure) who were attending a school other than their home school at the end of 1985-86. Of these, 5,417 students had left a target home school for a nontarget attending school. Of this latter category, 697 had made this move under the auspices of Elementary Open Enrollment (EZ) and 361 under Secondary Open Enrollment (OE). These Open Enrollment students were 97.7 percent minority at the elementary level, 93.1 percent at the secondary. The number of them who qualified academically for Chapter 1 in reading was 182 (26.7%) elementary and 116 (34.2%) secondary; in mathematics, 162 (23.7%) elementary and 65 (19.4%) secondary.

## TABLE 86-F-2

## OPEN ENROLLMENT
## FUNDED PROJECT ELIGIBILITY
## ANALYSIS
## 1985-86

STUDENTS NOT ATTENDING HOME SCHOOL

| | | ATTENDING SCHOOL | | |
|---|---|---|---|---|
| | | NON TARGET | TARGET | TOTAL |
| HOME SCHOOL | NON TARGET | 2,869 | 2,005 | 4,874 |
| | TARGET | 5,417 | 4,428 | 9,845 |
| | TOTAL | 8,286 | 6,433 | 14,719 |

COUNTS BY SELECTED PLACEMENT CODES
STUDENTS IN TARGET HOME AND NONTARGET ATTENDING SCHOOL

| PLACEMENT CODE | COUNT |
|---|---|
| ZONE OPEN ENROLLMENT - ELEMENTARY ONLY (EZ) | 697 |
| OPEN ENROLLMENT - SECONDARY (OE) | 361 |
| ART AND ACADEMICS (ES) | 559 |
| BILINGUAL PROGRAM (BL) | 46 |
| ACADEMIC TRANSFER (AC) | 1,308 |
| SPECIAL EDUCATION (SP) | 762 |
| FEEDER PATTERN (01)* | 350* |
| ALL OTHERS | 1,334 |
| TOTAL | 5,417 |

*These codes are apparently erroneous.

ETHNIC DISTRIBUTION AND SPRING 1986 STANDARDIZED TEST SCORES
OPEN ENROLLMENT STUDENTS FITTING ABOVE CATEGORY

| | MINORITY | | PERCENTILE 25 OR BELOW, OF TESTED | | | |
|---|---|---|---|---|---|---|
| | | | READING | | MATHEMATICS | |
| | NUM. | PCT. | NUM. | PCT. | NUM. | PCT. |
| ELEMENTARY (EZ) | 681 | 97.7% | 182 | 26.7% | 162 | 23.7% |
| SECONDARY (OE) | 336 | 93.1% | 116 | 34.2% | 65 | 19.4% |

Note: Despite serious data integrity problems (described in connection with Table 86-F-1 and Figures 86-H-2 and 3), the Project Manager judged that the general purposes of this table could be adequately met despite partially faulty data.

## Suspension

## SECTION G

## SUSPENSION

This section presents information, some in a historial context, on short-term and long-term suspensions of District students, according to the following outline:


Totals. . . . . .86-G-1

Short-Term Suspensions. . . . . .86-G-2 through 86-G-4

Long-Term Suspensions . . . . . .86-G-5 through 86-G-7

Short-Term and Long-Term Suspension Profiles . . . . . .86-G-8


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Additional analysis of suspension data is available in Year-End Statistical Data, published annually by the Department of Student Data, Testing, and Records.

FIGURE 86-G-1

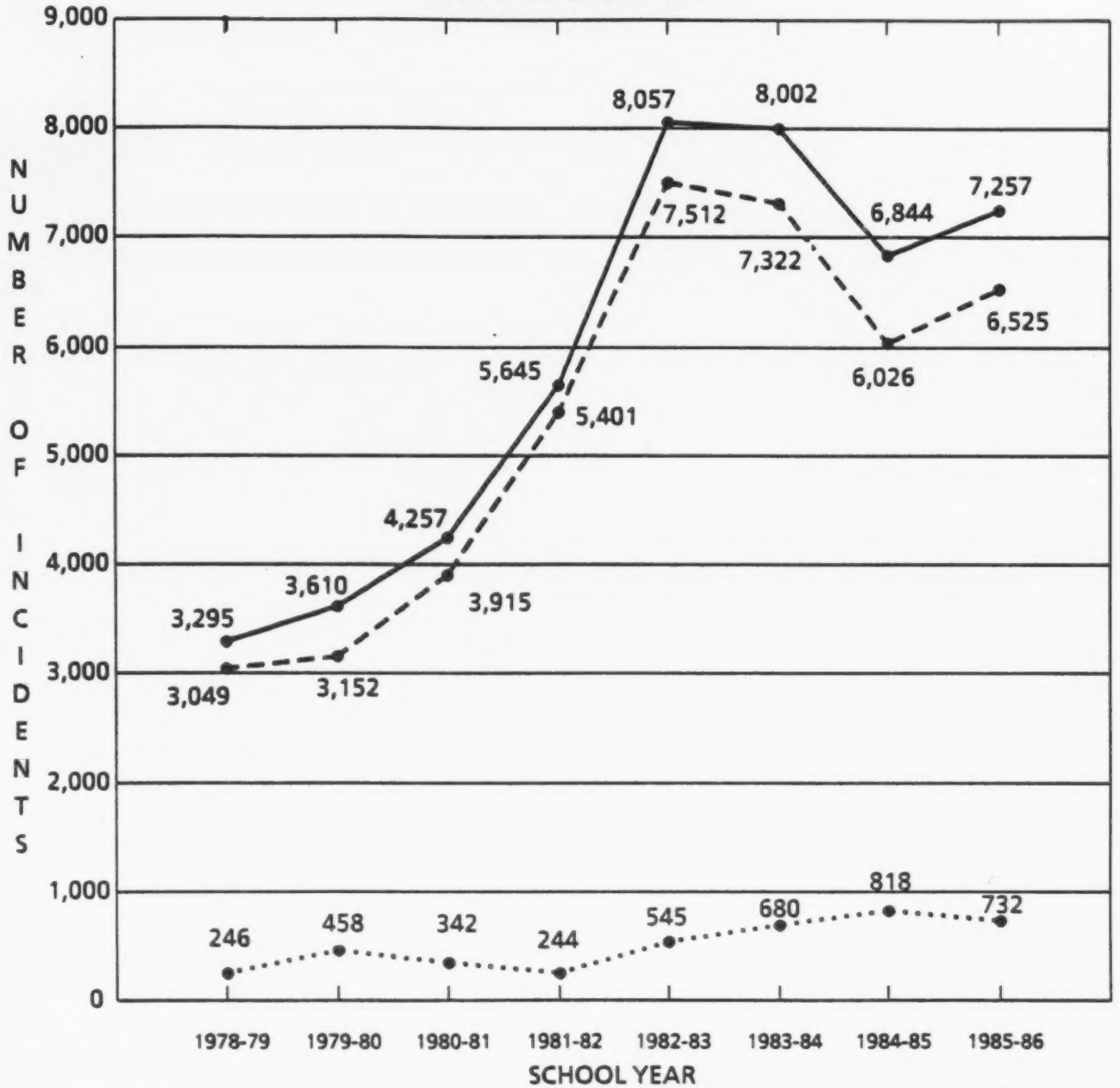
SUSPENSIONS
SHORT-TERM SUSPENSIONS, LONG-TERM HEARINGS, TOTAL
1978-79 THROUGH 1985-86

This figure shows the districtwide number of incidents of suspension (short-term, long-term hearings, and total) for the eight school years 1978-79 through 1985-86. The number of incidents is used rather than the number of students involved, since one student may have two or more incidents of suspension. A total of approximately 4,640 students were involved in the 7,257 suspensions given in 1985-86.

Total suspensions rose from 3,295 in 1978-79 to a high of 8,057 in 1982-83, declined to 6,844 in 1984-85, and rose again to 7,257 in 1985-86. Short-term suspensions rose from 3,049 in 1978-79 to a high of 7,512 in 1982-83, declined to 6,026 in 1984-85, and rose again to 6,525 in 1985-86. Long-term suspension hearings fluctuated from 1978-79 to 1981-82, but rose each year since then to a high of 818 in 1984-85 before declining to 732 in 1985-86.

**FIGURE 86-G-1**

**SUSPENSIONS**
**SHORT-TERM SUSPENSIONS, LONG-TERM HEARINGS, TOTAL**
**1978-79 THROUGH 1985-86**




NUMBER OF STUDENTS: 1985-86

SHORT TERM SUSP.: 3,958

LONG TERM HEARINGS: APPROX. 682

TOTAL : APPROX. 4,640

FIGURE 86-G-2

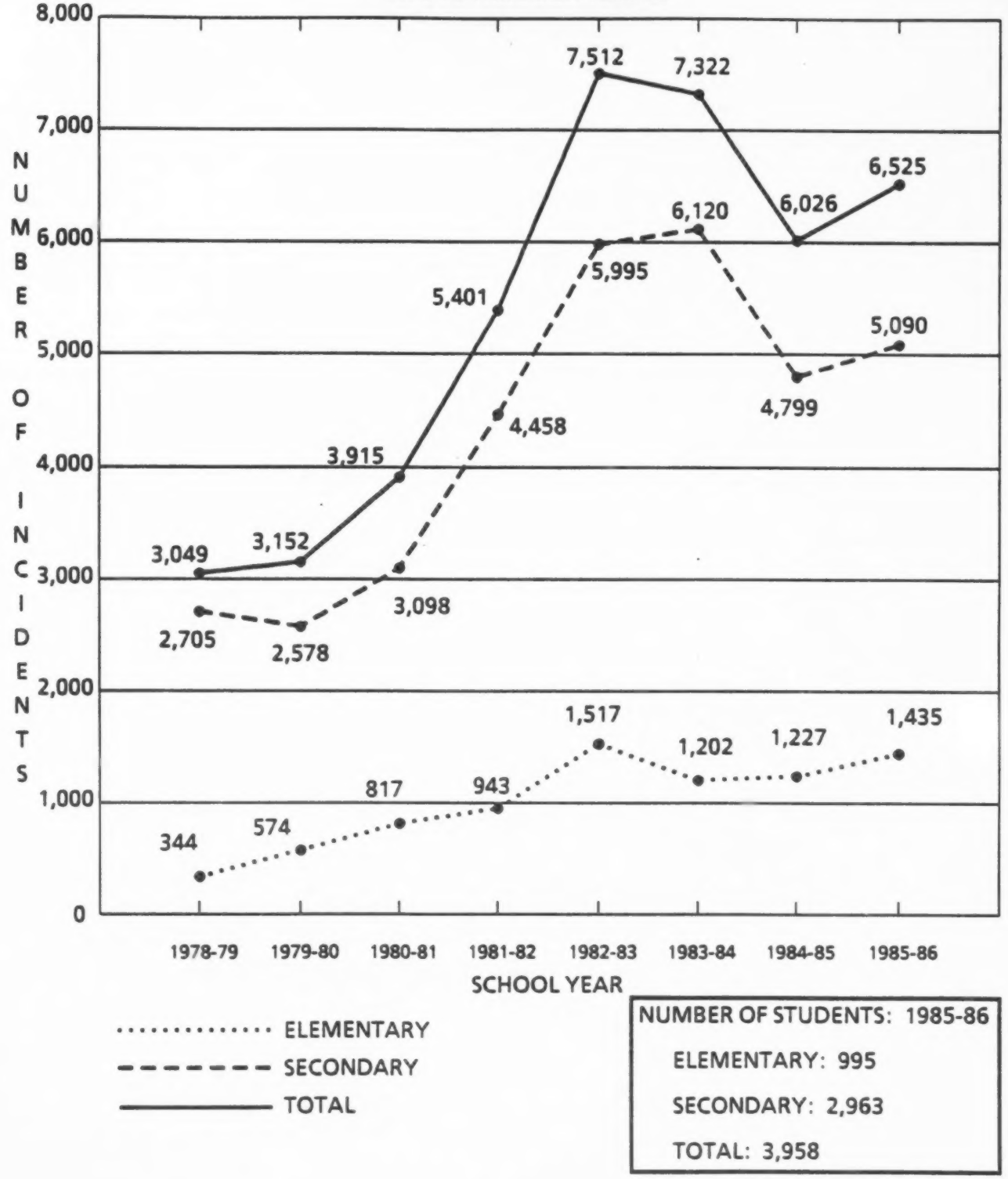
SHORT-TERM SUSPENSIONS
ELEMENTARY, SECONDARY, TOTAL
1978-79 THROUGH 1985-86

This figure shows the total number of incidents of short-term suspensions, as well as a breakdown by elementary and secondary students, for the eight school years 1978-79 through 1985-86. The number of incidents rather than the number of students involved is reported, since a single student may have more than one incident of suspension. A total of only 3,958 students were involved in the 6,525 short-term suspensions given in 1985-86.

The total number of short-term suspensions increased from 3,049 in 1978-79 to a high of 7,512 in 1982-83, then declined to 6,026 in 1984-85, and rose again to 6,525 in 1985-86. The number of secondary short-term suspensions increased from 2,705 in 1978-79 to a high of 6,120 in 1983-84, then declined to 4,799 in 1984-85, before rising again to 5,090 in 1985-86. The number of elementary short-term suspensions increased from 344 in 1978-79 to a high of 1,517 in 1982-83, then declined to 1,202 in 1983-84, but rose again to 1,435 in 1985-86.

**FIGURE 86-G-2**

**SHORT-TERM SUSPENSIONS**
**ELEMENTARY, SECONDARY, TOTAL**
**1978-79 THROUGH 1985-86**




| NUMBER OF STUDENTS: 1985-86 |
|---|
| ELEMENTARY: 995 |
| SECONDARY: 2,963 |
| TOTAL: 3,958 |

FIGURE 86-G-3

SHORT-TERM SUSPENSIONS
DISTRIBUTION BY GRADE
1985-86

This figure shows a grade-by-grade analysis of short-term suspensions given during the 1985-86 school year.

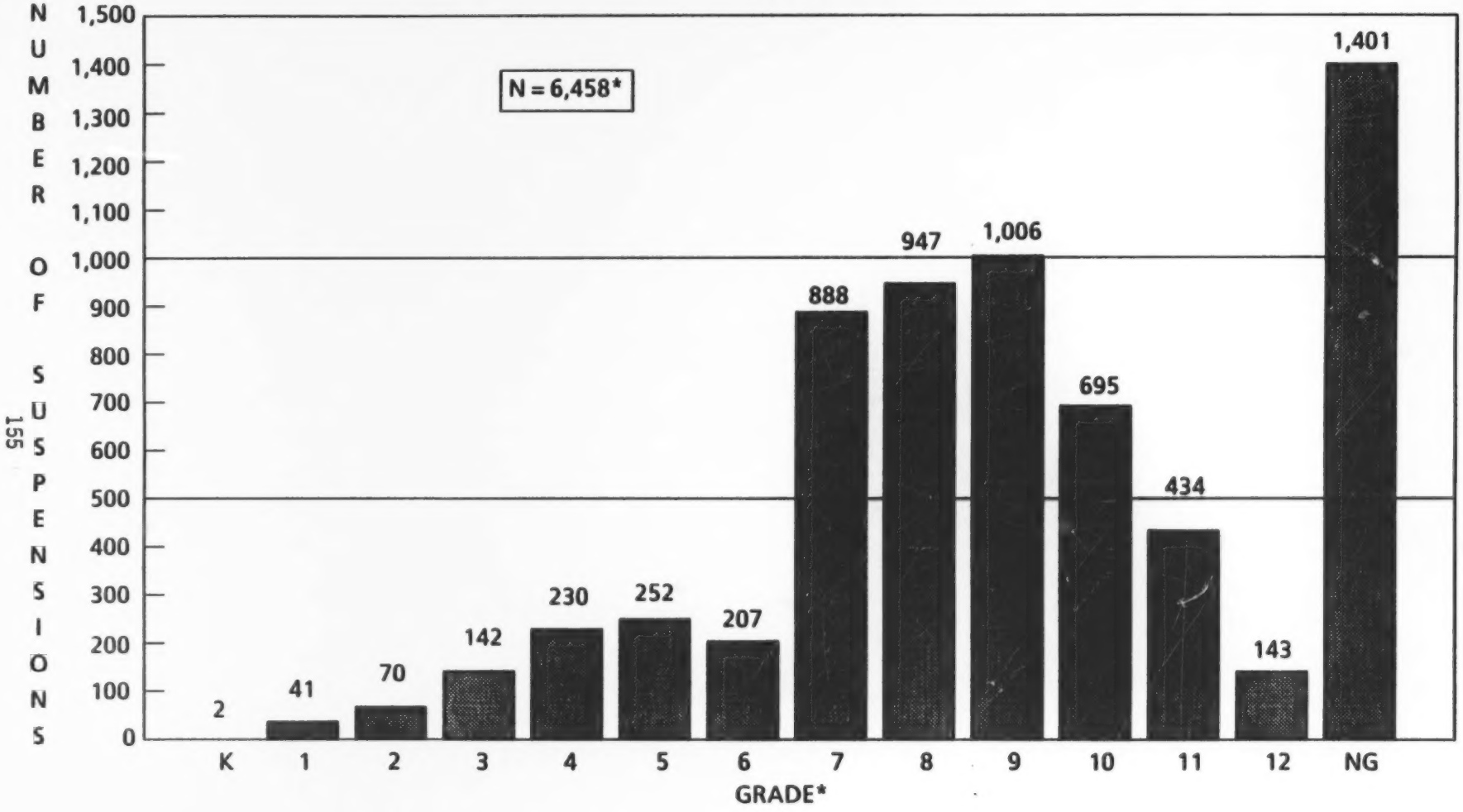
The number of incidents of suspension rather than the number of students involved is shown, since a single student may have more than one short-term suspension. A total of only 3,958 students were involved in the 6,525 short-term suspensions given (for 67 of which grade level information was not available).

The number of suspensions increased at each grade from kindergarten (2 suspensions) to fifth (252 suspensions). For graded students, the greatest numbers occurred at grades 9, 8 and 7 respectively (more than 875 suspensions at each grade). Grades 10 through 12 showed fewer suspensions, with the lowest number for the secondary grades (143) given at grade 12.

In the NG (nongraded) category, 1,401 suspensions were given. This classification is made up of most students in elementary and secondary full-time Special Education programs.

**FIGURE 86-G-3**

**SHORT-TERM SUSPENSIONS**
**DISTRIBUTION BY GRADE**
**1985-86**




*Grade level counts are taken from District end of school year computer files. Grade level information was not available for 67 incidents of suspension.

FIGURE 86-G-4

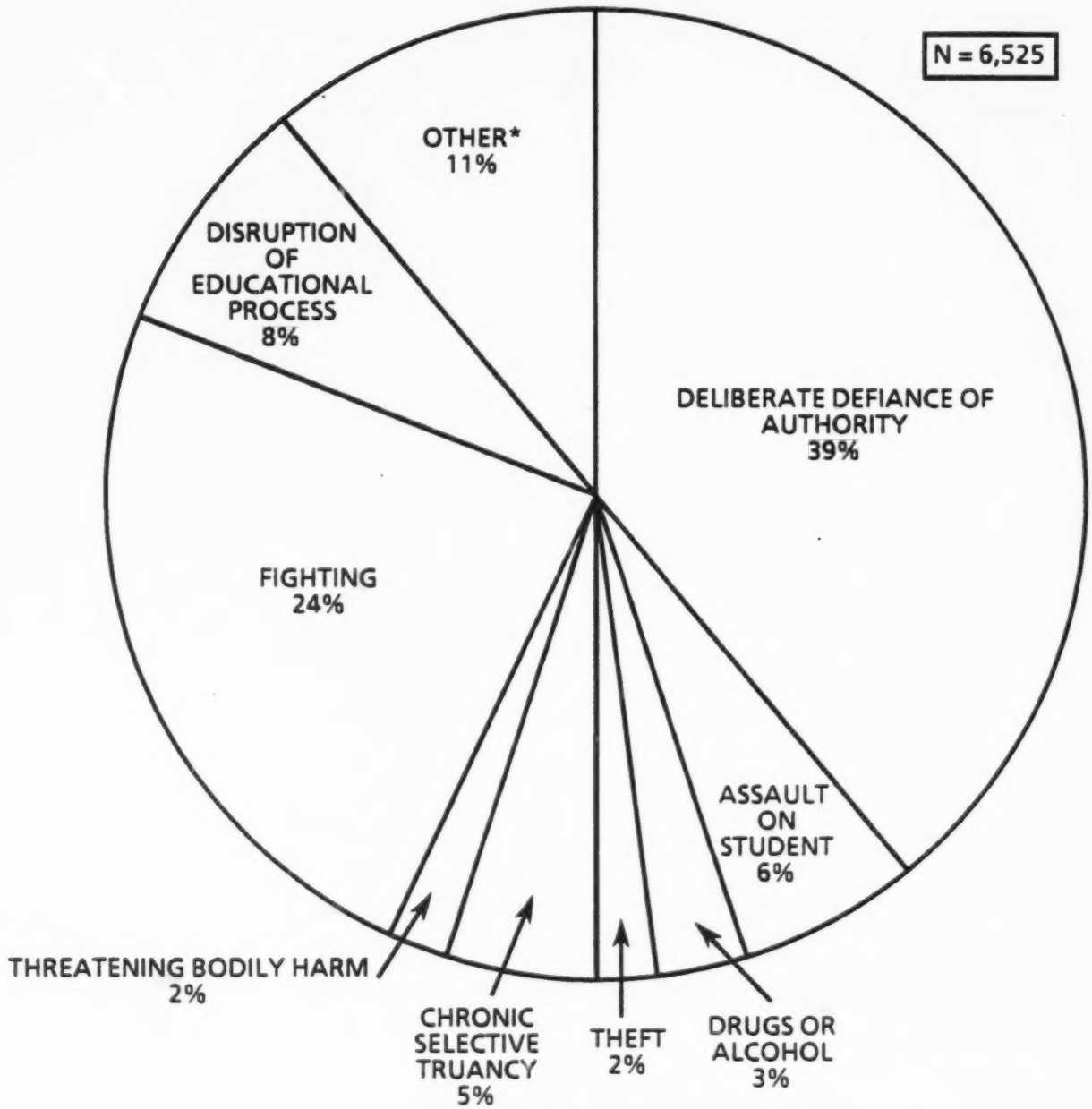
REASONS
FOR SHORT-TERM SUSPENSIONS
ELEMENTARY AND SECONDARY
1985-86

This figure shows reasons for short-term suspension of both elementary and secondary students during the 1985-86 school year. The number of incidents rather than the number of students involved is used, since a single student may have more than one short-term suspension. A total of only 3,958 students were involved in the 6,525 short-term suspensions given.

Of the total number of short-term suspensions during 1985-86 (6,525), the largest numbers were for deliberate defiance of authority (39%), fighting (24%), disruption of the educational process (8%), assault on student (6%), and chronic selective truancy (5%). These five categories account for more than 80 percent of all short-term suspensions.

**FIGURE 86-G-4**

**REASONS FOR SHORT-TERM SUSPENSIONS ELEMENTARY AND SECONDARY 1985-86**




* Including categories with fewer than 2 percent of cases.

FIGURE 86-G-5

LONG-TERM SUSPENSION HEARINGS
ELEMENTARY, SECONDARY, TOTAL
1978-79 THROUGH 1985-86

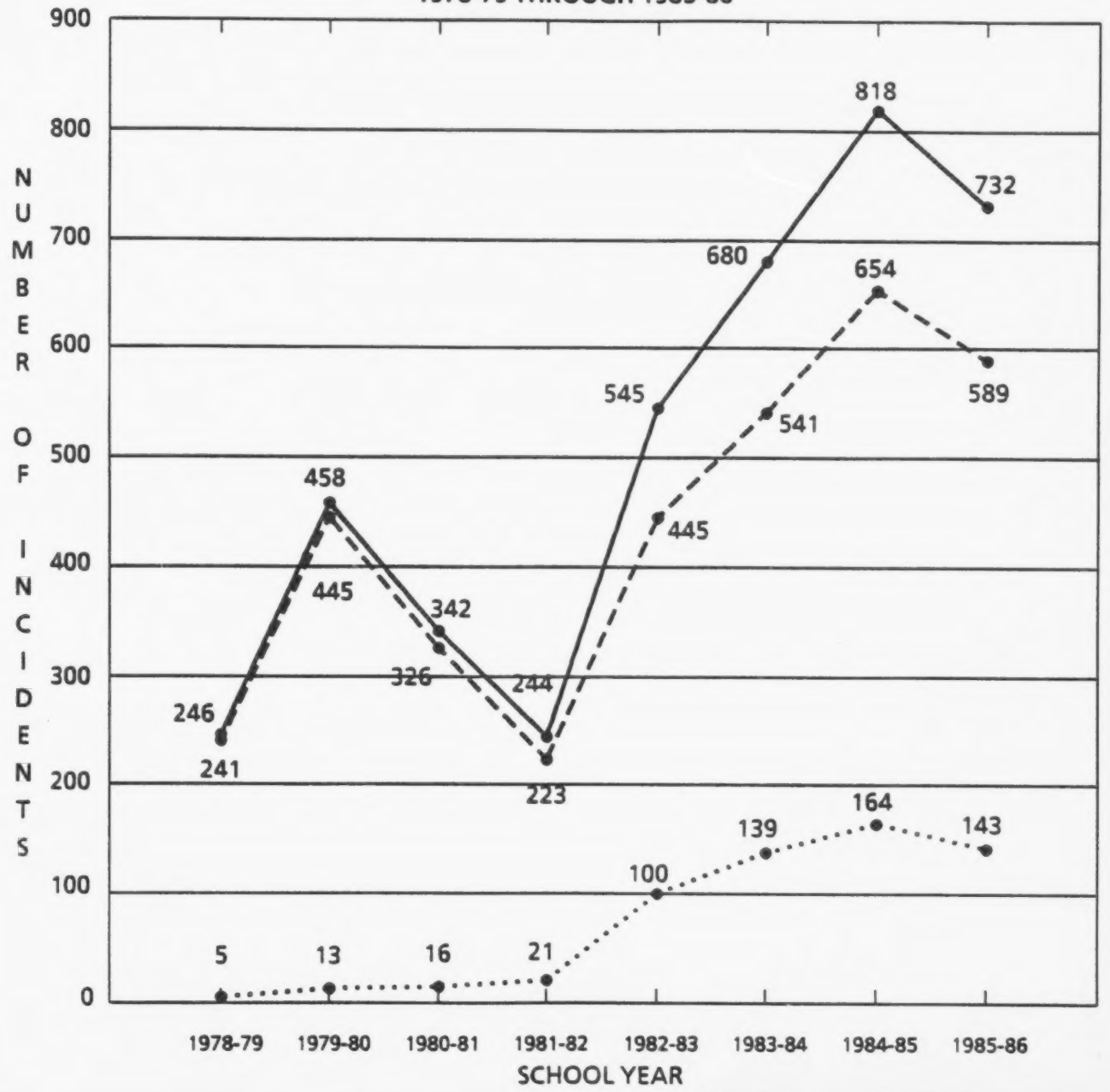
This figure shows the total number of long-term suspension hearings, along with a breakdown by elementary and secondary students, for the eight school years from 1978-79 through 1985-86. The number of hearings rather than the number of students involved is used, since a single student may have more than one long-term suspension hearings. A total of approximately 682 students were involved in the 732 long-term suspension hearings held in 1985-86.

The total number of long-term suspension hearings increased from 246 in 1978-79 to 458 in 1979-80, declined to 244 in 1981-82, then rose to a high of 818 in 1984-85, before declining to 732 in 1985-86.

For the first four school years shown, the total number of long-term suspension hearings is largely accounted for by those at the secondary level. However, since 1982-83, increases in elementary suspension hearings have raised the elementary proportion to approximately 20 percent of the District total in the last four school years.

FIGURE 86-G-5

LONG-TERM SUSPENSION HEARINGS
ELEMENTARY, SECONDARY, TOTAL
1978-79 THROUGH 1985-86




NUMBER OF STUDENTS: 1985-86
ELEMENTARY: 138
SECONDARY: APPROX. 544
TOTAL: APPROX. 682

FIGURE 86-G-6

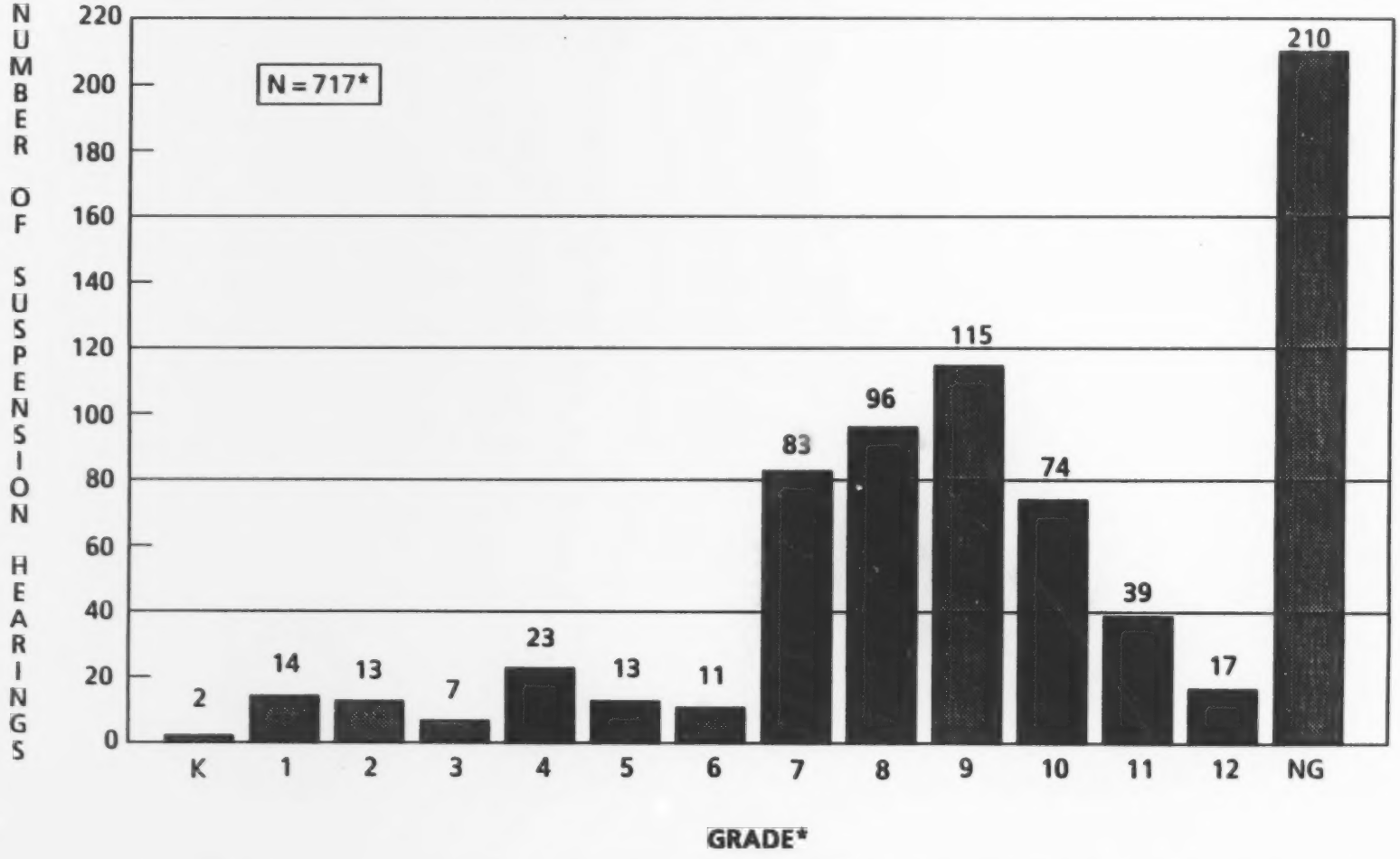
LONG-TERM SUSPENSION HEARINGS
DISTRIBUTION BY GRADE
1985-86

This figure shows an analysis by grade of long-term suspension hearings held during the 1985-86 school year. The number of hearings rather than the number of students involved is shown, since a single student may have more than one long-term suspension hearing. A total of approximately 544 students were involved in the 732 hearings held (for 15 of which grade level information was not available).

Of the 717 hearings analyzed, relatively few (83) were given in grades K-6. The largest number, 210 (29.3%), was given in the NG (nongraded) category, which is made up of most elementary and secondary full-time Special Education students. For grades 7-12, the largest number of suspensions (115) occurred at grade 9, followed by grade 8 (96), grade 7 (83), and grade 10 (74).

**FIGURE 86-G-6**

**LONG-TERM SUSPENSION HEARINGS**
**DISTRIBUTION BY GRADE**
**1985-86**




*Grade level counts are taken from District end-of-school-year computer files, matched to student lists supplied by Office of Student Equity and Placement. Grade level was not available for 15 incidents of suspension hearing.

FIGURE 86-G-7

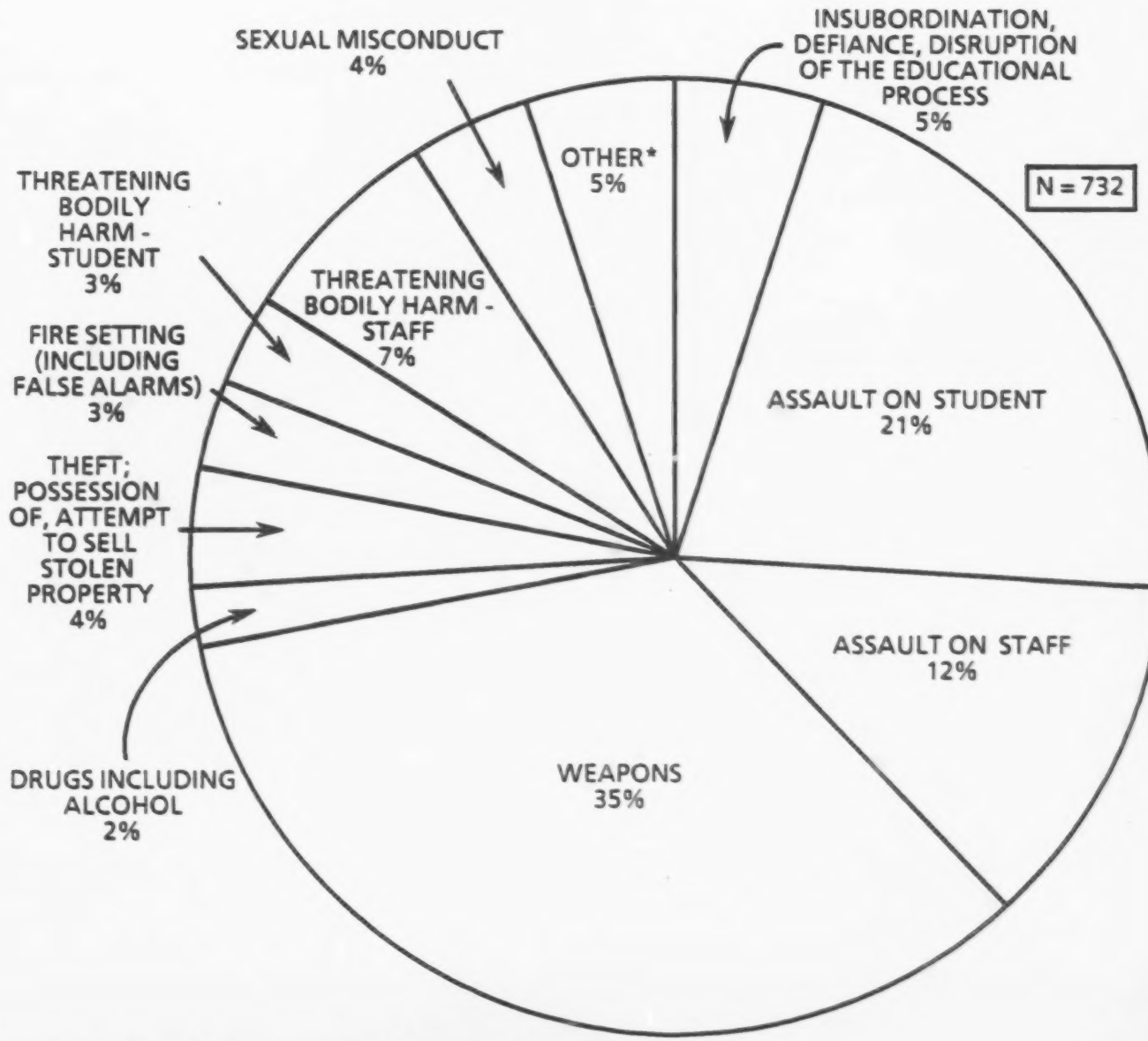
REASONS
FOR LONG-TERM SUSPENSION HEARINGS
ELEMENTARY AND SECONDARY
1985-86

This figure shows reasons for long-term suspension hearings of both elementary and secondary students during the 1985-86 school year. The number of hearings rather than of students is analyzed, since a single student may have more than one long-term suspension hearing during the school year.

Of a total of 732 long-term suspension hearings, 35 percent were for possession of weapons, 21 percent for assault on student, 12 percent for assault on staff, 7 percent for threatening bodily harm to staff, and 5 percent for insubordination, defiance, or disruption of the educational process. These five categories account for approximately 80 percent of the incidents of long-term suspension.

FIGURE 86-G-7

REASONS
FOR LONG-TERM SUSPENSION HEARINGS
ELEMENTARY AND SECONDARY
1985-86




* Including categories with fewer than 3 percent of cases.

TABLE 86-G-8

SHORT-TERM SUSPENSIONS AND LONG-TERM SUSPENSION HEARINGS
DISTRIBUTION OF VARIABLES
1985-86

This table shows the distribution or breakdown of certain variables (characteristics of interest) among suspended students. Since all statistics are based upon the number of incidents of short-term suspension or long-term suspension hearings rather than the number of students involved, data describing a single student may be included in the statistics more than once. Statistics are shown separately for short-term suspensions (6,525 total) and long-term suspensions (729 of the 732 hearings are analyzed). A total of 4,637 students were involved in the 7,254 suspensions and hearings analyzed.

More suspensions/hearings were incurred by male students than by females (70.9% of short-term and 78.1% of long-term hearings). A higher percentage of suspensions/hearings was received by Black students than by either Caucasian or Spanish Surnamed students (68.9% of short-term, 77.2% of long-term). These percentages were also higher than the percentage of Black students enrolled in the District (52.9%). For Caucasian, Spanish Surname, and "Other" designated students, the percentages of both short-term suspensions and long-term hearings were lower than their percentages of District enrollment.

The attendance rate for suspension students was below the District average of 89.8 percent, for both short-term (78.3% attendance rate) and long-term (76.7% attendance). The percentages of suspension students tested in spring 1986 on the reading and mathematics standardized achievement tests were higher for short-term (76.8% reading, 75.1% math) than for long-term (66.4% reading, 65.3% math). On these tests, the percentages scoring below the 25th percentile were somewhat lower for short-term (46.9% reading, 42.5% math) than for long-term (50.4% reading, 43.3% math). Compared to districtwide statistics, percentages tested were lower for both suspension groups, while percentages scoring below the 25th percentile were higher.

## TABLE 86-G-8

## SHORT-TERM SUSPENSIONS AND LONG-TERM SUSPENSION HEARINGS DISTRIBUTIONS OF VARIABLES 1985-86

SHORT-TERM
(N = 6,525)

| VARIABLE[1] | LEVEL | PER-CENT | LEVEL | PER-CENT | LEVEL | PER-CENT | LEVEL | PER-CENT |
|---|---|---|---|---|---|---|---|---|
| Sex | Male | 70.9 | Female | 29.0 | Unknown | 0.1 | ---- | |
| Ethnic | Caucasian | 21.7 | Black | 68.9 | Span. Sur. | 8.5 | Other or Unknown | 0.9 |
| Special Education[2] | Sp.Ed. | ≥25.4 | Not Sp.Ed. | ≤74.6 | ---- | | ---- | |
| Attendance | Att. Rate | 78.3 | ---- | | ---- | | ---- | |
| Reading Test[3] | Tested | 76.8 | Not Tested | 23.2 | ---- | | ---- | |
| Reading Quarters[3] | 1 - 25 | 46.9 | 26 - 50 | 35.2 | 51 - 75 | 13.2 | 76 - 99 | 4.8 |
| Mathematics Test[3] | Tested | 75.1 | Not Tested | 24.9 | ---- | | ---- | |
| Mathematics Quarters[3] | 1 - 25 | 42.5 | 26 - 50 | 31.4 | 51 - 75 | 18.7 | 76 - 99 | 7.4 |

LONG-TERM
(N = 729)[1]

| VARIABLE[1] | LEVEL | PER-CENT | LEVEL | PER-CENT | LEVEL | PER-CENT | LEVEL | PER-CENT |
|---|---|---|---|---|---|---|---|---|
| Sex | Male | 78.1 | Female | 21.9 | ---- | | ---- | |
| Ethnic | Caucasian | 14.3 | Black | 77.2 | Span. Sur. | 7.3 | Other or Unknown | 1.2 |
| Special Education[2] | Sp.Ed. | ≥31.7 | Not Sp.Ed. | ≤68.3 | ---- | | ---- | |
| Attendance | Att. Rate | 76.7 | ---- | | ---- | | ---- | |
| Reading Test[3] | Tested | 66.4 | Not Tested | 33.6 | ---- | | ---- | |
| Reading Quarters[3] | 1 - 25 | 50.4 | 26 - 50 | 30.8 | 51 - 75 | 13.8 | 76 - 99 | 5.0 |
| Mathematics Test[3] | Tested | 65.3 | Not Tested | 34.7 | ---- | | ---- | |
| Mathematics Quarters[3] | 1 - 25 | 43.3 | 26 - 50 | 30.7 | 51 - 75 | 19.3 | 76 - 99 | 6.7 |

[1] Slight variations from other District suspension reports are attributable to conflicting data entries in the suspension files and the central District computer files, the sources for the data on variables reported here. Note: Statistics are based on the number of incidents , not the number of students; if a student is suspended more than once, his values for those variables are counted more than once.

[2] Special Education includes Resource students, except Speech Resource.

[3] Reading and Mathematics test data based on spring 1986 Standardized Achievement tests.

## Student Loss

## SECTION H

## STUDENT LOSS

This section presents information which describes the extent of pupil loss in the District and the characteristics of those pupils lost.

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Additional analysis of student loss data is available in two reports (Enrollment Report and Year-End Statistical Data), published by the Department of Student Data, Testing, and Records. Year-End Statistical Data includes by-school information.

FIGURE 86-H-1

STATUS FOUR SCHOOL YEARS LATER
FALL 1986
OF NINTH GRADERS ENROLLED
FALL 1982

This figure traces the history of District students who were enrolled as ninth graders at the beginning of the 1982-83 school year, showing their status four full school years later (in fall 1986). It should be borne in mind that nongraded students who were at the ninth-grade level in fall 1982 are not included in this analysis (most Special Education students are nongraded).

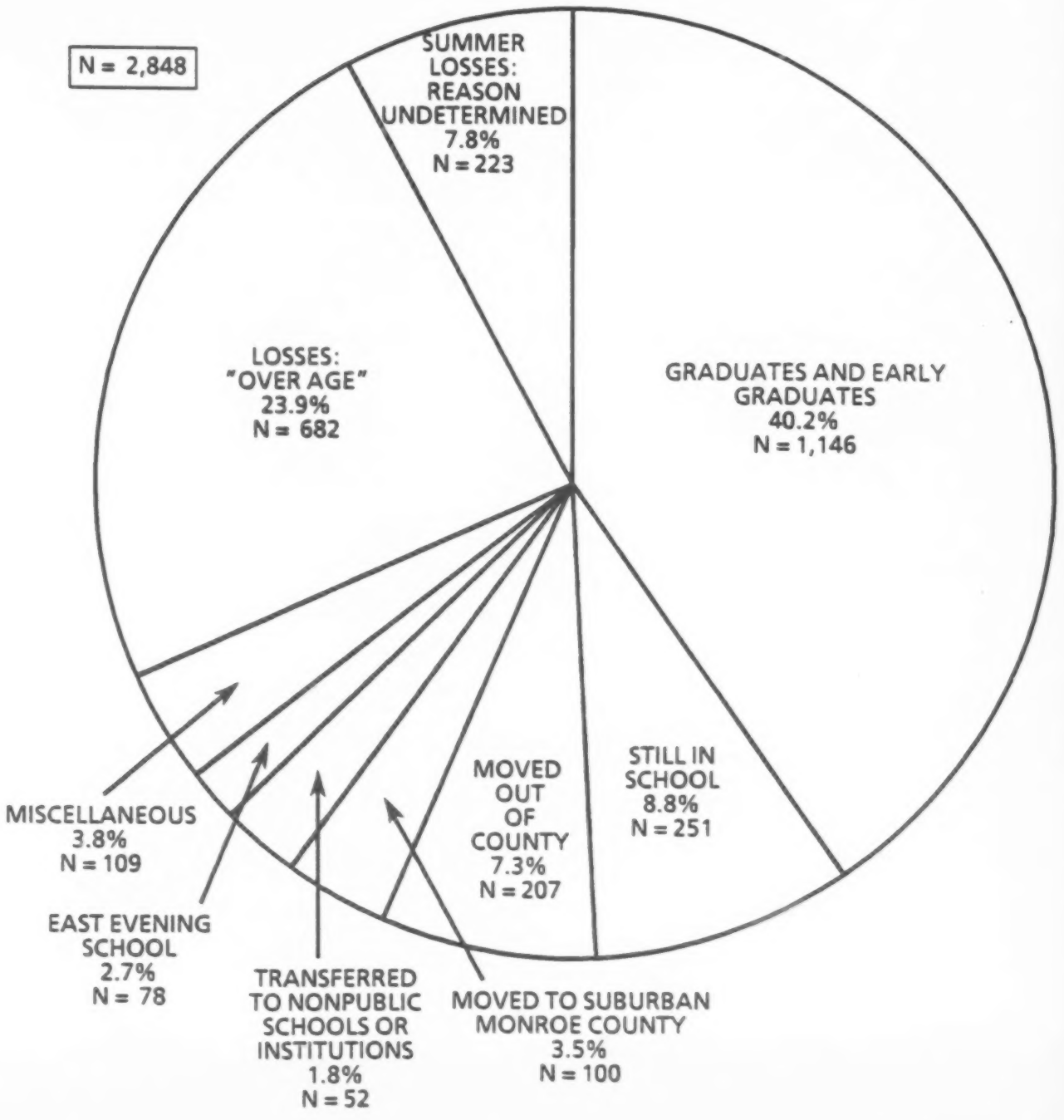
Of a total of 2,848 students, 1,146 (40.2%) had graduated four years later. A total of 251 (8.8%) were still in school. A total of 207 (7.3%) had moved from Monroe County, and 100 (3.5%) had moved to suburban Monroe County.

A total of 52 (1.8%) had transferred to nonpublic schools or institutions, 78 (2.7%) were at East Evening High School, and 109 (3.8%) had gone to miscellaneous destinations. A total of 682 (23.9%), designated as "over age," had left school because they were over the compulsory attendance age.

Destination or status was not determined for a total of 223 students (7.8%). These were students who left the District during the period between the closing of schools in June and the opening of schools in September. These "summer losses" are students who do not return to the District at the end of the summer vacation.

**FIGURE 86-H-1**

**STATUS FOUR SCHOOL YEARS LATER**
**FALL 1986**
**OF NINTH GRADERS ENROLLED**
**FALL 1982**


N = 2,848
SUMMER LOSSES: REASON UNDETERMINED 7.8% N = 223
LOSSES: "OVER AGE" 23.9% N = 682
GRADUATES AND EARLY GRADUATES 40.2% N = 1,146
STILL IN SCHOOL 8.8% N = 251
MOVED OUT OF COUNTY 7.3% N = 207
MISCELLANEOUS 3.8% N = 109
EAST EVENING SCHOOL 2.7% N = 78
TRANSFERRED TO NONPUBLIC SCHOOLS OR INSTITUTIONS 1.8% N = 52
MOVED TO SUBURBAN MONROE COUNTY 3.5% N = 100

Note: Despite serious data integrity problems (described in connection with Table 86-F-1 and Figures 86-H-2 and 3), the Project Manager judged that the general purposes of this figure could be adequately met despite partially faulty data.

TABLE 86-H-2

DISTRICT LOSSES
DISTRIBUTIONS OF VARIABLES
1985-86

In previous editions, this table showed the distribution or breakdown of certain variables (characteristics of interest) among students who left the District during the previous school year. These "District losses" included students who were still in school in June but did not reappear in September as well as those who left between September and June. They did not include graduates or students leaving District schools for East Evening High School.

No data are reported for the 1985-86 school year, for reasons stated in the table itself.

## TABLE 86-H-2

## DISTRICT LOSSES
## DISTRIBUTIONS OF VARIABLES
## 1985-86

The Project Manager judged that the data available for this table for the 1985-86 school year were not of sufficient integrity to warrant inclusion in the District Data Report. Data validity problems related to adoption of the on-line student data base and to inadequate quality control of information were associated with that situation.

FIGURE 86-H-3

DISTRICT LOSSES BY GRADE
AS PERCENTAGE OF ENROLLMENT
1985-86

In previous editions, this figure showed a grade-by-grade comparison of District losses during the previous school year. The graph bars showed the percentage of October enrollment which the losses constituted. The actual number per grade was shown at the top of each bar. Graduates were not included as losses, nor were students who left regular or alternative schools for East Evening High School. Losses for the school year included students who failed to appear after the preceding summer. Those students were counted as losses from the grade which they would have entered that September. Students who failed to appear after the summer following the school year were not included as losses in that school year's analysis.

No data are reported for the 1985-86 school year, for reasons stated in the table itself.

## TABLE 86-H-3

## DISTRICT LOSSES BY GRADE AS PERCENTAGE OF ENROLLMENT 1985-86

The Project Manager judged that the data available for this table for the 1985-86 school year were not of sufficient integrity to warrant inclusion in the District Data Report. Data validity problems related to adoption of the on-line student data base and to inadequate quality control of information were associated with that situation.

# Special Education

## SECTION I

## SPECIAL EDUCATION

This section presents information, some historical and/or comparative, on the District's Special Education population and its referral process, according to the following outline:


Comparative Special Education Enrollments. . . . . .85-I-1

Committee on Special Education (CSE) Data . .86-I-2 through 86-I-5

Categories of Special Education Enrollment . . . . . .86-I-6 through 86-I-9

TABLE 86-I-1

HANDICAPPED STUDENTS
NUMBERS AND PERCENTAGES OF ENROLLMENT
1984-85 and 1985-86

This table displays counts of Handicapped students and expresses them as a percentage of public school enrollment for the District and three reference groups (Monroe County excluding Rochester, New York State, and the "Big 5" cities, including Rochester) in 1984-85 and 1985-86. For purposes of these enrollment figures, the "Big 5" cities are considered to be New York City, Buffalo, Rochester, Syracuse, and Yonkers. The numbers of Handicapped students and percentages of the enrollment which these constitute are shown in five categories of Handicapped programs and for the total of these five.

Both school years' figures include certain groups of Handicapped students over whose educational program the District has no control and/or fiscal responsibility. Correspondingly, it should be noted that (at least in the case of Rochester) students in the "All Other Placements" and the "BOCES" (N=14 in 1984-85, N=12 in 1985-86) categories are not a part of the District October BEDS enrollment figures. There are also a number of "dual enrollment" students in the Rochester data (approximately 127 in 1986-87) who are not a part of the District BEDS figures.

In each school year, Rochester has the highest overall percentage of Handicapped enrollment (15.5% and 15.6% respectively), surpassing Monroe County outside the city (8.6% both years), New York State (10.2% both years), and the "Big 5" cities (12.3% and 11.9%). The largest category of Handicapped enrollment in the District each year has been Special Class (self-contained): 8.6 and 9.3 percent respectively.

## TABLE 86-I-1

## HANDICAPPED STUDENTS
## NUMBERS AND PERCENTAGES OF ENROLLMENT
## 1984-85 AND 1985-86

| | OCTOBER "BEDS" ENROLLMENT | RESOURCE ROOM (INCLUDES BOCES) | FULL-TIME OR PART-TIME SPECIAL CLASS (WITH BOCES) | RELATED SERVICE ONLY (WITH BOCES) | HOME OR HOSPITAL INSTRUCTION | ALL OTHER PLACEMENTS | HANDICAPPED TOTAL (INCLUDES ALL CATEGORIES) |
|---|---|---|---|---|---|---|---|
| MONROE COUNTY OUTSIDE CITY 1984-85 | 71,106 | 1,395<br>2.0% | 3,166<br>4.5% | 1,247<br>1.8% | 36<br>0.1% | 273<br>0.4% | 6,117<br>8.6% |
| NEW YORK STATE 1984-85 | 2,631,059 | 87,329<br>3.3% | 140,938<br>5.4% | 28,989<br>1.1% | 1,405<br>0.1% | 8,859<br>0.3% | 267,470<br>10.2% |
| BIG 5* WITH ROCHESTER 1984-85 | 1,044,683 | 38,467<br>3.7% | 77,489<br>7.4% | 8,681<br>0.8% | 456<br>0.0% | 3,420<br>0.3% | 128,513<br>12.3% |
| ROCHESTER 1984-85 | 32,759 | 786<br>2.4% | 2,806<br>8.6% | 944<br>2.9% | 64<br>0.2% | 469<br>1.4% | 5,069<br>15.5% |
| MONROE COUNTY OUTSIDE CITY 1985-86 | 70,486 | 1,384<br>2.0% | 3,370<br>4.8% | 1,057<br>1.5% | 19<br>0.0% | 260<br>0.4% | 6,090<br>8.6% |
| NEW YORK STATE 1985-86 | 2,605,363 | 86,896<br>3.3% | 143,183<br>5.5% | 26,446<br>1.0% | 1,271<br>0.0% | 8,361<br>0.3% | 266,157<br>10.2% |
| BIG 5* WITH ROCHESTER 1985-86 | 1,047,462 | 38,330<br>3.6% | 75,694<br>7.2% | 7,242<br>0.7% | 364<br>0.0% | 3,132<br>0.3% | 124,762<br>11.9% |
| ROCHESTER 1985-86 | 32,300 | 832<br>2.6% | 3,001<br>9.3% | 865<br>2.7% | 68<br>0.2% | 283<br>0.9% | 5,049<br>15.6% |

Calculated from New York State "Pupils with Handicapping Conditions" (PHC-1) report (Dec. 1, 1984 and 1985), and New York State "Basic Educational Data System" (BEDS) report (October 1984 and 1985) as reported by State Education Department.

*Buffalo, New York City, Rochester, Syracuse, Yonkers.

TABLE 86-I-2

NUMBERS OF REFERRALS OF STUDENTS
TO COMMITTEE ON SPECIAL EDUCATION
BY REASON
1979-80 THROUGH 1985-86

This table provides an analysis of the reasons for referral of students to the Committee on Special Education (CSE) for the seven school years 1979-80 through 1985-86. The three reasons for referral (Suspected Handicapped, Internal Reviews, and Third-Year Reviews) are included in data for all school years subsequent to 1979-80. Data for Internal Reviews, however, were not available and are not included for 1979-80.

The total number of referrals has risen each year since 1981-82, at which point it was approximately 2,500. In the 1985-86 school year, it reached a high for the entire seven-year period, exceeding 4,000. In each of the seven school years, the largest number of student referrals is in the "Suspected Handicapped" category.

## TABLE 86-I-2

## NUMBERS OF REFERRALS OF STUDENTS TO COMMITTEE ON SPECIAL EDUCATION BY REASON 1979-80 THROUGH 1985-86

| REASON | 1979-80 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 | 1985-86 |
|---|---|---|---|---|---|---|---|
| SUSPECTED HANDICAPPED* | 1,652 | 2,481 | 1,596 | 1,753 | 1,880 | 1,909 | 1,820 |
| INTERNAL REVIEWS (CHANGE OF PLACEMENT) | NA | 394 | 367 | 943 | 925 | 990 | 1,165 |
| THIRD-YEAR REVIEWS | 494 | 456 | 473 | 693 | 790 | 706 | 1,105 |
| TOTAL | 2,146** | 3,331 | 2,436 | 3,389 | 3,595 | 3,605 | 4,090 |

*This category includes Suspected Handicapped and Speech/Language Suspected Handicapped.

**Total for 1979-80 excludes Internal Reviews (NA).

TABLE 86-I-3

NUMBERS OF "ON-CLOCK" REFERRED STUDENTS
PLACED AND NOT PLACED
IN SPECIAL EDUCATION PROGRAMS
BY COMMITTEE ON SPECIAL EDUCATION
1979-80 THROUGH 1985-86

This table shows the number of "on-clock" referrals of students to the Committee on Special Education (CSE) for the seven school years from 1979-80 through 1985-86. For each school year, the disposition of the COSE process is expressed as the number and percent actually placed in a Special Education program and the number and percent not placed.

The term "on-clock" indicates a referral which by law must be acted upon within 30 school days after it is originated. Referrals considered to be "on-clock" are (1) original referrals of students suspected of having handicapping conditions (Suspected Handicapped), and (2) referrals for change of placement, either within Special Education programs or from Special Education into a regular program (Internal Reviews). Third-Year Reviews are not considered "on-clock." Because no 1979-80 data was available for Internal Reviews, this table's "on-clock" analysis for that year contains only Suspected Handicapped referrals. Also, prior to 1982-83, the District did not consider Internal Reviews which affected only a student's level of services to be "on-clock." For this reason, there is a discrepancy for 1980-81 and 1981-82 between the total "on-clock" shown in this table and the sum of Suspected Handicapped and Internal Reviews in Table 86-I-2.

The total number of "on-clock" referrals has risen each school year since 1981-82, when it was under 1,900, to a seven-year high of nearly 3,000 in 1985-86. The percentage of these referrals not placed in Special Education, moreover, has declined from the approximate 25 to 40 percent range in the first four school years shown to under 20 percent in the final three school years shown.

## TABLE 86-I-3

## NUMBERS OF "ON-CLOCK" REFERRED STUDENTS PLACED AND NOT PLACED IN SPECIAL EDUCATION PROGRAMS BY COMMITTEE ON SPECIAL EDUCATION 1979-80 THROUGH 1985-86

| | 1979-80* | | 1980-81 | | 1981-82 | | 1982-83 | | 1983-84 | | 1984-85 | | 1985-86 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | NO. | PCT. | NO. | PCT. | NO. | PCT. | NO. | PCT. | NO. | PCT. | NO. | PCT. | NO. | PCT. |
| PLACED | 1,010 | 61.2% | 1,817 | 66.1% | 1,374 | 73.6% | 1,597 | 59.2% | 2,432 | 86.7% | 2,368 | 81.7% | 2,454 | 82.2% |
| NOT PLACED | 641 | 38.8% | 931 | 33.9% | 494 | 26.4% | 1,100 | 40.8% | 373 | 13.3% | 531 | 18.3% | 531 | 17.8% |
| TOTAL | 1,651 | 100.0% | 2,748 | 100.0% | 1,868 | 100.0% | 2,697 | 100.0% | 2,805 | 100.0% | 2,899 | 100.0% | 2,985 | 100.0% |

Note: "On-clock" referrals include Suspected Handicapped (original) referrals and Internal Reviews (change of placement). Third-Year Reviews are not included.

*Data for 1979-80 includes only Suspected Handicapped, not Internal Reviews.

TABLE 86-I-4

NUMBERS OF STUDENTS PLACED
INTO SPECIAL EDUCATION PROGRAMS
BY COMMITTEE ON SPECIAL EDUCATION
BY PROGRAM PLACEMENT
1979-80 THROUGH 1985-86

This table shows an analysis of placement decisions for "on-clock" referrals made by the Committee on Special Education (CSE). These decisions include placement of students into specific Special Education programs, determinations that students were nonhandicapped, and changes of placement (either within Special Education or return to regular programs).

"On-clock" referrals include Suspected Handicapped and Internal Reviews but not Third-Year Reviews. Because no 1979-80 data were available for Internal Reviews, the "on-clock" analysis for that year includes only Suspected Handicapped.

The total number of "on-clock" placement decisions made generally rose over the six years shown. In 1985-86, it reached a high for the period, approaching 2,500. The most common Special Education placement in each of the seven school years was in Speech and Language. The next most common placements over the seven school years were Learning Disabilities, Resource Room and Emotionally Handicapped.

**TABLE 86-I-4**

**NUMBERS OF STUDENTS PLACED INTO SPECIAL EDUCATION PROGRAMS BY COMMITTEE ON SPECIAL EDUCATION BY PROGRAM PLACEMENT 1979-80 THROUGH 1985-86**

| PLACEMENT | 1979-80* | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 | 1985-86 |
|---|---|---|---|---|---|---|---|
| SPEECH/LANGUAGE | 323 | 895 | 560 | 530 | 892 | 863 | 935 |
| SEVERELY SPEECH IMPAIRED | NA | NA | NA | NA | NA | 6 | 2 |
| LEARNING DISABILITIES (CALLED "PERCEPTUALLY HANDICAPPED" THROUGH 1981-82) | 192 | 275 | 193 | 287 | 488 | 453 | 406 |
| EMOTIONALLY HANDICAPPED | 142 | 253 | 190 | 204 | 291 | 323 | 319 |
| RESOURCE ROOM (CALLED "LEARNING DISABILITIES" THROUGH 1981-82) | 219 | 202 | 257 | 169 | 271 | 324 | 379 |
| EDUCABLE MENTALLY RETARDED | 108 | 149 | 136 | 157 | 221 | 189 | 180 |
| HOME TUTORING PROGRAM | NA | NA | NA | 128 | 95 | 60 | 21 |
| OTHER** | 16 | 23 | 33 | 35 | 73 | 60 | 98 |
| TRAINABLE MENTALLY RETARDED | 10 | 20 | 5 | 31 | 36 | 30 | 26 |
| AGENCY | NA | NA | NA | 45 | 56 | 45 | 77 |
| SEVERELY MULTIPLY HANDICAPPED | NA | NA | NA | 11 | 9 | 15 | 11 |
| TOTAL | 1,010 | 1,817 | 1,374 | 1,597 | 2,432 | 2,368 | 2,454 |

*Data for 1979-80 includes only Suspected Handicapped, not Internal Reviews.

**"Other" contains Visual, Orthopedic, Health, and Hearing.

TABLE 86-I-5

NEW REFERRALS
COMMITTEE ON SPECIAL EDUCATION
BY GRADE
1985-86

This table displays by-grade counts of new referrals for Special Education services for which a meeting of the Committee on Special Education (CSE) was held during the 1985-86 school year. The number found to be handicapped and the number found to be not handicapped are shown. The sum of these appears as a grade subtotal, which in turn is expressed as a percentage of the districtwide total.

Districtwide, there were 1,660 new referrals for which a CSE meeting was held. Of these, 1,078 resulted in a determination of a handicapped student and 582 resulted in a finding of not handicapped. The number of such new referrals was highest for grade 1 students (302), representing 18 percent of all such referrals. Next highest numbers were at kindergarten (266), grade 2 (173) and nongraded (171), representing respectively 16, 10, and 10 percent of the total.

**TABLE 86-I-5**

**NEW REFERRALS**
**COMMITTEE ON SPECIAL EDUCATION**
**BY GRADE**
**1985-86**

| GRADE | FOUND HANDICAPPED | FOUND NOT HANDICAPPED | GRADE SUBTOTAL | GRADE PERCENT OF TOTAL |
|---|---|---|---|---|
| K | 213 | 53 | 266 | 16% |
| 1 | 215 | 87 | 302 | 18% |
| 2 | 111 | 62 | 173 | 10% |
| 3 | 79 | 56 | 135 | 8% |
| 4 | 73 | 36 | 109 | 7% |
| 5 | 55 | 40 | 95 | 6% |
| 6 | 30 | 30 | 60 | 4% |
| 7 | 46 | 53 | 99 | 6% |
| 8 | 26 | 46 | 72 | 4% |
| 9 | 28 | 55 | 83 | 5% |
| 10 | 11 | 20 | 31 | 2% |
| 11 | 4 | 6 | 10 | 1% |
| 12 | 0 | 0 | 0 | 0% |
| NG | 144 | 27 | 171 | 10% |
| NA* | 43 | 11 | 54 | 3% |
| TOTAL | 1,078 | 582 | 1,660 | 100% |

Note: Counts are of all new referrals for which a meeting of the Committee on Special Education was held.

*Grade Level not available, plus 4 miscellaneous.

Source of data: Student Instructional Services data base.

TABLE 86-I-6

HANDICAPPING CATEGORIES
AS PERCENTAGES OF DISTRICT ENROLLMENT
1981-82 THROUGH 1985-86

This table displays Handicapped student counts expressed as percentages of enrollment for the District for the school years 1981-82 through 1985-86. A total for all Handicapped students is shown, as well as a breakdown into five general program categories.

These figures include certain groups of Handicapped students over whose educational program the District has no control and/or fiscal responsibility. Correspondingly, it should be noted that (at least in the case of Rochester) students in the "Private Agency/BOCES Placement" category (N=14 in 1984-85, N=12 in 1985-86) are not a part of the October BEDS enrollment figures.

The overall percentage of Handicapped students increased each school year from 13.0 percent in 1981-82 to 15.6 percent in 1985-86. In each school year, the category with the largest percentage of enrollment was Special Class, followed by Related Service Only (mainly Speech Impaired) and Resource Room respectively.

**TABLE 86-I-6**

**HANDICAPPING CATEGORIES**
**AS PERCENTAGES OF DISTRICT ENROLLMENT**
**1981-82 THROUGH 1985-86**

| | 1981-82 | 1982-83 | 1983-84 | 1984-85 | 1985-86 |
|---|---|---|---|---|---|
| DISTRICT ENROLLMENT | 34,563 | 34,086 | 33,206 | 32,830 | 32,348 |
| RESOURCE ROOM | 1.9% | 2.4% | 2.4% | 2.4% | 2.6% |
| SPECIAL CLASS | 6.7% | 6.8% | 7.6% | 8.5% | 9.2% |
| HOME OR HOSPITAL INSTRUCTION | 0.4% | 0.5% | 0.5% | 0.2% | 0.2% |
| PRIVATE AGENCY/ BOCES PLACEMENT* | 0.5% | 0.7% | 0.8% | 0.9% | 0.7% |
| RELATED SERVICES ONLY (MAINLY SPEECH IMPAIRED) | 3.5% | 3.3% | 2.7% | 2.9% | 2.7% |
| TOTAL HANDICAPPED* | 13.0% | 13.7% | 13.9% | 14.9% | 15.4% |

*The Private Agency/BOCES Placement category students are not included in the District BEDS enrollment.

Source of Data: for District enrollment - District data tape for New York State "Basic Educational Data System" (BEDS) reports (October of school year); for all other rows - annual New York State "Pupils with Handicapping Conditions" (PHC-1) report, Part A (December 1st of school year), supplemented for 1984-85 and 1985-86 by data from Department of Special Instructional Services. Excludes three categories of placement: (1) Programs Operated by other School Districts, (2) State Operated and Supported Schools - Chapter 4201 (institutional deaf and blind), and (3) Certain Other Placements (e.g., developmental and psychiatric centers).

TABLE 86-I-7

HANDICAPPED PUPILS BY HANDICAPPING CONDITIONS
1981-82 THROUGH 1985-86

This table displays the number of District students in various Special Education (Handicapped) programs for 1981-82 through 1985-86. The individual programs are shown under several broad categories, such as Special Class and Resource Room.

In each school year, the greatest number of Handicapped students was in Special Class. Within that broad category, the largest programs each school year were Learning Disabled, Mentally Retarded, and Emotionally Disturbed respectively.

The second and third largest categories each school year were Related Service Only and Resource Room respectively. Related Service Only is composed primarily of Speech Impaired students. Within the Resource Room category, the largest program each year was Learning Disabled.

## TABLE 86-I-7

## HANDICAPPED PUPILS BY HANDICAPPING CONDITIONS
## 1981-82 THROUGH 1985-86

| | 1981-82 | 1982-83 | 1983-84 | 1984-85 | 1985-86 |
|---|---|---|---|---|---|
| RESOURCE ROOM | | | | | |
| (20 to 49% OF SCHOOL DAY) | | | | | |
| MENTALLY RETARDED | 9 | 22 | 14 | 12 | 13 |
| EMOTIONALLY DISTURBED | 0 | 75 | 84 | 119 | 170 |
| SPEECH IMPARIED | 103 | 90 | 115 | 140 | 88 |
| DEAF | 4 | 5 | 6 | 6 | 9 |
| HARD OF HEARING | 22 | 18 | 16 | 16 | 6 |
| VISUALLY IMPAIRED | 8 | 10 | 8 | 14 | 6 |
| ORTHOPEDICALLY IMPAIRED | 14 | 0 | 15 | 13 | 18 |
| LEARNING DISABLED | 506 | 605 | 547 | 466 | 522 |
| SUBTOTAL | 666 | 825 | 805 | 786 | 832 |
| SPECIAL CLASS | | | | | |
| (50% OR MORE OF SCHOOL DAY) | | | | | |
| MENTALLY RETARDED | 773 | 781 | 798 | 868 | 864 |
| AUTISTIC | 2 | 0 | 0 | 0 | 0 |
| EMOTIONALLY DISTURBED | 526 | 424 | 430 | 516 | 613 |
| SPEECH IMPAIRED | 0 | 0 | 0 | 4 | 12 |
| DEAF | 45 | 40 | 33 | 31 | 47 |
| HARD OF HEARING | 5 | 10 | 15 | 15 | 20 |
| VISUALLY IMPAIRED | 5 | 0 | 0 | 0 | 0 |
| ORTHOPEDICALLY IMPAIRED | 55 | 59 | 23 | 27 | 25 |
| MULTIPY HANDICAPPED | 26 | 30 | 27 | 29 | 38 |
| LEARNING DISABLED | 862 | 973 | 1,188 | 1,302 | 1,370 |
| SUBTOTAL | 2,299 | 2,317 | 2,514 | 2,792 | 2,989 |
| RELATED SERVICE ONLY | | | | | |
| (2 PERIODS PER WEEK) | | | | | |
| SPEECH IMPAIRED | 1,209 | 1,130 | 861 | 840 | 817 |
| EMOTIONALLY DISTURBED | 0 | 6 | 3 | 48 | 1 |
| ALL OTHERS | 1 | 3 | 19 | 56 | 47 |
| SUBTOTAL | 1,210 | 1,139 | 883 | 944 | 865 |
| HOME OR HOSPITAL INSTRUCTION | | | | | |
| MENTALLY RETARDED | 8 | 14 | 18 | 9 | 4 |
| EMOTIONALLY DISTURBED | 69 | 113 | 107 | 45 | 51 |
| OTHER HEALTH IMPAIRED | 18 | 0 | 0 | 2 | 1 |
| LEARNING DISABLED | 20 | 24 | 24 | 4 | 4 |
| ALL OTHERS | 6 | 11 | 2 | 4 | 8 |
| SUBTOTAL | 121 | 162 | 151 | 64 | 68 |
| PRIVATE AGENCY/BOCES PLACEMENT | | | | | |
| MENTALLY RETARDED | 61 | 64 | 24 | 27 | 40 |
| EMOTIONALLY DISTURBED | 125 | 167 | 196 | 214 | 170 |
| MULTIPLY HANDICAPPED | 0 | 0 | 50 | 54 | 30 |
| ALL OTHERS | 0 | 0 | 1 | 3 | 1 |
| SUBTOTAL | 186 | 231 | 271 | 298 | 241 |
| TOTAL | 4,482 | 4,674 | 4,624 | 4,884 | 4,995 |

Source of Data: annual New York State "Pupils with Handicapping Conditions" (PHC-1) report, Part A, supplemented for 1984-85 and 1985-86 by data from department of Special Instructional Services. Excludes three categories of placements over whose educational program the District has no control: (1) Programs Operated by other School Districts, (2) State Operated and Supported Schools - Chapter 4201 (institutional deaf and blind), and (3) Certain Other Placements (e.g., developmental and psychiatric centers). It should be noted that students in the "Private Agency/BOCES Placement" category are not a part of the District's official enrollment as expressed in the New York State "Basic Educational Data System" (BEDS) report.

TABLE 86-I-8

NUMBERS OF SPECIAL EDUCATION STUDENTS RECEIVING SPEECH/LANGUAGE PRIMARY HANDICAP COMPARED TO RELATED SERVICES 1980-81 THROUGH 1985-86

This table shows the numbers of Special Education students enrolled in various types of Speech/Language programs at a given point in the school year (December 1st) for a six school year period. The table distinguishes between speech/language problems as a primary handicapping condition and as subordinate (related service) to another handicap. The level of frequency of service is also indicated.

The total number of students in these Speech/Language programs increased each school year, from 1,676 in 1980-81 to 2,222 in 1984-85. Each school year until 1984-85, the largest numbers have been in the category of "Speech/Language as a Primary Handicapping Condition" (2 to 4 times per week), followed by the category of "Speech/Language as a Related Service to Special Education" (2 to 4 times per week). In 1984-85, these two categories reversed their rankings.

It should be noted that during the period 1980-81 to 1984-85 the total number of students in programs of "Speech/Language as a Primary Handicapping Condition" declined by 3.2 percent, while the total number of those in programs of "Speech/Language as a Related Service to Special Education" increased by 87.9 percent.

For the 1985-86 school year, appropriate data were not available for the two categories of related services. Although the figures for primary handicapping condition were available and are reported, this situation precluded the calculation of a total.

**TABLE 86-I-8**

**NUMBERS OF SPECIAL EDUCATION STUDENTS RECEIVING SPEECH/LANGUAGE PRIMARY HANDICAP COMPARED TO RELATED SERVICES 1980-81 THROUGH 1985-86**

| | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 | 1985-86 |
|---|---|---|---|---|---|---|
| SPEECH/LANGUAGE AS A PRIMARY HANDICAPPING CONDITION (5 TIMES PER WEEK) | 99 | 79 | 70 | 115 | 144 | 100 |
| SPEECH/LANGUAGE AS A PRIMARY HANDICAPPING CONDITION (2 TO 4 TIMES PER WEEK) | 918 | 987 | 930 | 861 | 840 | 819 |
| SPEECH/LANGUAGE AS A RELATED SERVICE TO SPECIAL EDUCATION (5 TIMES PER WEEK) | 189 | 225 | 260 | 330 | 320 | NA* |
| SPEECH/LANGUAGE AS A RELATED SERVICE TO SPECIAL EDUCATION (2 TO 4 TIMES PER WEEK) | 470 | 553 | 639 | 784 | 918 | NA* |
| TOTAL | 1,676 | 1,844 | 1,899 | 2,090 | 2,222 | NA* |

Source of Data: New York State "Pupils with Handicapping Conditions" (PHC-1) Report (December 1st of each school year), and City School District Department of Pupil Personnel Services.

*Comparable data, from a computer run done on or about December 1, 1985, were not available; it is expected that the data for the following school year will be available next edition.

TABLE 86-I-9

ETHNIC ENROLLMENT IN CERTAIN SPECIAL EDUCATION PROGRAMS
COMPARED TO DISTRICT ETHNIC ENROLLMENT
1986-87

This table shows, for the 1986-87 school year, the ethnic numbers and percentages of students in two major components of Special Education: the Resource Room program and the Special Class (self-contained) program. The ethnic numbers and percentages of the District's total enrollment are also presented for purposes of comparison. In addition, total minority (nonwhite) values are shown.

Minorities comprise 68.4 percent of District enrollment, 73.1 percent of Resource enrollment, and 69.9 percent of Special Class enrollment.

Caucasians comprise 31.6 percent of District enrollment and make up only 26.9 percent of resource enrollment and 30.1 percent of Special Class enrollment. Blacks, who comprise 52.9 percent of District enrollment, account for 59.8 percent of resource enrollment and 57.2 percent of Special Class enrollment.

**TABLE 86-I-9**

**ETHNIC ENROLLMENT IN CERTAIN SPECIAL EDUCATION PROGRAMS COMPARED TO DISTRICT ETHNIC ENROLLMENT 1986-87**

| | CAUCASIAN | | BLACK | | SPANISH SURNAME | | OTHER[1] | | MINORITY[2] | |
|---|---|---|---|---|---|---|---|---|---|---|
| | NO. | PCT. | NO. | PCT. | NO. | PCT. | NO. | PCT. | NO. | PCT. |
| RESOURCE PROGRAM SPECIAL EDUCATION (N = 592) | 159 | 26.9 | 354 | 59.8 | 72 | 12.2 | 7 | 1.2 | 433 | 73.1 |
| SPECIAL CLASS (SELF CONTAINED) SPECIAL EDUCATION (N = 2,979) | 897 | 30.1 | 1,703 | 57.2 | 352 | 11.8 | 27 | 0.9 | 2,082 | 69.9 |
| TOTAL DISTRICT (N = 32,224) | 10,190 | 31.6 | 17,035 | 52.9 | 4,008 | 12.4 | 991 | 3.1 | 22,034 | 68.4 |

[1]Includes American Indian or Alaskan Native, East Indian, and Asian or Pacific Islander.

[2]Includes Black, Spanish Surname, and Other.

Source of Data: District data tape for NYS BEDS report: October of school year.

## Alternative Programs

## SECTION J

## ALTERNATIVE PROGRAMS

This section presents information, some historical, on enrollment, student characteristics, and mobility in the District's Alternative Programs.

TABLE 86-J-1

ALTERNATIVE PROGRAMS
OCTOBER ENROLLMENT AND ETHNICITY
1983-84 THROUGH 1986-87

This table shows the numbers of District pupils enrolled in Alternative Programs in each of the four school years from 1983-84 through 1986-87. As the table indicates, the organization of the Alternative Programs was changed during the summer of 1985. The numbers and percentages of minority students are shown for both the individual programs and the Alternative Programs subtotal. Total District enrollment for each school year is shown at the bottom of the table, along with the percentage of enrollment which Alternative Programs represented each year. It should be noted that these enrollment numbers are based on a one day "snapshot" view of the programs; they do not reflect the cumulative numbers of students who are involved in these programs in the course of the school year.

Enrollment in alternative programs increased from 576 in 1983-84 to 722 in 1985-86, but it dropped to 552 in 1986-87. The largest of the individual programs in 1986-87 is Center Senior High School, with 250 students enrolled. The percentage of minority students in the Alternative Programs has ranged from approximately 79 to 84 percent during the four school years. The percentage of total District enrollment represented by Alternative Programs has been approximately 2 percent during the period.

## TABLE 86-J-1

## ALTERNATIVE PROGRAMS
## OCTOBER ENROLLMENT AND ETHNICITY
## 1983-84 THROUGH 1986-87

| PROGRAM | 1983-84 | | | 1984-85 | | | PROGRAM | 1985-86 | | | 1986-87 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | NUM. ENR. | MINORITY NUM. | MINORITY PCT. | NUM. ENR. | MINORITY NUM. | MINORITY PCT. | | NUM. ENR. | MINORITY NUM. | MINORITY PCT. | NUM. ENR. | MINORITY NUM. | MINORITY PCT. |
| W.E.B. DuBOIS | 137 | 136 | 99.3 | 104 | 104 | 100.0 | CENTER SENIOR HIGH SCHOOL | 362 | 325* | 90.0* | 250 | 228 | 91.2 |
| OYA | 109 | 87 | 79.8 | 110 | 92 | 83.6 | CENTER JUNIOR HIGH SCHOOL | 178 | 144 | 80.9 | 132 | 106 | 80.3 |
| WORLD OF WORK | 119 | 84 | 70.6 | 134 | 105 | 78.4 | SPECIAL PLACE-MENT CENTER | 11 | 11 | 100.0 | 22 | 21 | 95.5 |
| YOUNG MOTHERS | 60 | 53 | 88.3 | 49 | 41 | 83.7 | WORLD OF WORK PROGRAM | 5 | 4 | 80.0 | NA | NA | NA |
| H/H TUTORS | 121 | 70 | 57.9 | 69 | 42 | 60.9 | YOUNG MOTHERS PROGRAM | 63 | 53* | 85.5* | 61 | 54 | 88.5 |
| GROUP TUTORS | 181 | 148 | 80.7 | 212 | 177 | 83.5 | SECONDARY H/H TUTORING | 86 | 51* | 60.0* | 63 | 37 | 58.7 |
| | | | | | | | ELEMENTARY H/H TUTORING | 17 | 13 | 76.5 | 24 | 18 | 75.0 |
| ALT. SUBTOTAL | 727 | 576 | 79.2 | 678 | 561 | 82.7 | ALT. SUBTOTAL | 722 | 601* | 83.6* | 552 | 464 | 84.1 |
| DISTRICT TOTALS | DIST. TOT. 33,206 | ALT. SUBT. 576 | PCT. ALT. 2.2 | DIST. TOT. 32,830 | ALT. SUBT. 678 | PCT. ALT. 2.1 | DISTRICT TOTALS | DIST. TOT. 32,348 | ALT. SUBT. 722 | PCT. ALT. 2.2 | DIST. TOT. 32,224 | ALT. SUBT. 552 | PCT. ALT. 1.7 |

*For 1985-86, three alternative programs contained one student each with no ethnic code: number and percent minority exclude these.

In 1983-84 and 1984-85, the Alternative Programs included W.E.B. DuBois Academy, Operation Young Adults, World of Work Program, Young Mothers Program, Home/Hospital Tutoring and Group Tutoring Program. The organization of the Alternative Programs was changed during the summer of 1985. For 1985-86, the Alternative Programs include Center Senior High School, Center Junior High School, Special Placement Center, World of Work Program, Young Mothers Program, Secondary Home/Hospital Tutoring and Elementary Home/Hospital Tutoring. They do not include Edison, School Without Walls, Nathaniel Rochester Community School, World of Inquiry School, or magnet schools and magnet components in general. In 1986-87, the World of Work Program ceased to exist as a separate school register.

TABLE 86-J-2

ALTERNATIVE PROGRAMS
ENROLLMENT AND PERCENTAGE HANDICAPPED
1986-87

This table shows the numbers of students enrolled in the District's various Alternative Programs at a given point in time (specific day) in October of the 1986-87 school year. It does not reflect the cumulative numbers of students who pass through these programs in the course of the school year. Also shown are the percentages of Handicapped pupils in these Alternative Programs.

There were 552 students in Alternative Programs on the October day used for the count. The largest numbers were at Center Senior High School (250) and Center Junior High School (132). Of the total 552 students, at least 19.6 percent were also Handicapped. Both Secondary and Elementary Home/Hospital Tutoring had over 60 percent Handicapped. However, the two largest programs, Center Senior High School and Center Junior High School, had 12 percent or less Handicapped.

**TABLE 86-J-2**

**ALTERNATIVE PROGRAMS**
**ENROLLMENT AND PERCENTAGE HANDICAPPED**
**1986-87**

| PROGRAM | OCTOBER ENROLLMENT | NUMBER HANDICAPPED | PERCENT HANDICAPPED |
|---|---|---|---|
| CENTER SENIOR HIGH SCHOOL | 250 | 30* | 12.0%* |
| CENTER JUNIOR HIGH SCHOOL | 132 | 10* | 7.8%* |
| SPECIAL PLACEMENT CENTER | 22 | 8 | 36.4% |
| YOUNG MOTHERS PROGRAM | 61 | 5 | 8.2% |
| SECONDARY HOME/HOSPITAL TUTORING | 63 | 39 | 61.9% |
| ELEMENTARY HOME/HOSPITAL TUTORING | 24 | 16 | 66.7% |
| TOTAL | 552 | 108* | 19.6%* |

Handicapped figures exclude students in Related Service only, mostly Speech Handicapped.

*No placement codes appeared on the file for 64 students at Center Senior High School and for 1 student at Center Junior High School; consequently, their handicapped or nonhandicapped status is unknown. The numbers and percentages shown are under the assumption that none of these 65 students are handicapped.

Source of data: District data tape for New York State "Basic Educational Data System" (BEDS) report: October of school year.

TABLE 86-J-3

NUMBER OF PUPILS PROCESSED
IN CERTAIN CATEGORIES
BY DEPARTMENT OF STUDENT EQUITY AND PLACEMENT
1982-83 THROUGH 1985-86

This table displays numbers of students for whom program placements in certain categories were determined by the Department of Student Equity and Placement during the school years 1982-83 through 1985-86. Students who were temporarily placed in these programs are included, although their attendance continued to be kept in their home school registers.

During 1982-83, a subtotal of 1,713 students in these categories were processed by the Department of Student Equity and Placement. The largest numbers were assigned to Home/Hospital Tutoring (596) and Group Tutoring (353). The subtotal increased in 1983-84 to 2,307, and it remained at 2,306 in 1984-85. The largest numbers continued to be assigned to Home/Hospital Tutoring (604 and 667) and Group Tutoring (466 and 487). The number of students assigned to the Shelter increased, and it approached the number assigned to Group Tutoring in 1983-84 and 1984-85. In 1985-86, the subtotal dropped to 1,891. This is a reduction of 415 and is associated with the elimination of the Group Tutoring program. The largest number of students (860) was placed in Home/Hospital Tutoring.

## TABLE 86-J-3

## NUMBER OF PUPILS PROCESSED IN CERTAIN CATEGORIES BY DEPARTMENT OF STUDENT EQUITY AND PLACEMENT 1982-83 THROUGH 1985-86

| CATEGORY[1] | 1982-83 | 1983-84 | 1984-85 | 1985-86 |
|---|---|---|---|---|
| HOME/HOSPITAL TUTORING | 596 | 604 | 667 | 860 |
| GROUP TUTORING | 353 | 466 | 487 | NA* |
| TEMPORARY TUTORING CENTER[2] | 236 | 335 | 350 | 202 |
| SHELTER (SECURE DETENTION)[3] | 294 | 438 | 432 | 402 |
| NORTHAVEN (NON-SECURE DETENTION)[3] | 176 | 392 | 309 | 368 |
| HILLSIDE (EMERGENCY PLACEMENT)[3] | 58 | 72 | 61 | 59 |
| SUBTOTAL[4] | 1,713 | 2,307 | 2,306 | 1,891 |

*No longer in existence; became a part of Center Senior High School and Center Junior High School.

[1] Numbers are based on counts which are unduplicated within categories but duplicated between categories. In other words, if a student was referred twice to Group Tutoring in the same school year, he/she would be counted only once (unduplicated); if a student was referred once to Group Tutoring and once to the Shelter in the same school year, he/she would be counted twice (duplicated). All counts were started over each school year.

[2] Nonhandicapped students incurring long-term suspensions are assigned either to the Temporary Tutoring Center or to temporary home instruction.

[3] These students' instructional program is made available through the Rochester City School District while in this placement; both students originally from the District and students from outside the District (for whom the District is reimbursed) are included.

[4] The categories here represent only a portion of the placements handled by Student Equity and Placement. Placements such as Open Enrollment, Special Education, ESOL, Suburban/Urban, Magnet Schools, students returning from Division for Youth or other such facilities, and new entrants without records are not shown here. This figure includes some students reported in Table 85-J-1, and it also reports those students who were placed temporarily and whose attendance was maintained on their home school registers.

TABLE 86-J-4

ALTERNATIVE PROGRAMS
PUPIL MOBILITY BY ATTENDANCE PERIODS 2-8
1985-86

This table shows enrollment in the various District Alternative Programs in October 1985 (end of Attendance Period 1), along with the numbers of losses and entrants in each program for the seven subsequent 1985-86 attendance periods. Totals for all programs are shown, as well as totals by each attendance period.

In October 1985, there were 722 students enrolled in these programs. In addition, there were 718 student entrants and 750 student losses in Alternative Programs during the remainder of the school year.

TABLE 86-J-4

ALTERNATIVE PROGRAMS
PUPIL MOBILITY BY ATTENDANCE PERIODS 2-8
1985-86

| PROGRAM | ENROLL-MENT END OF PER. 1 | ENTRANTS AND LOSSES | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | PERIOD | | | | | | | PER. 2-8 TOTALS |
| | | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| CENTER SR. HIGH | 362 | ENTRANTS | 4 | 31 | 17 | 39 | 25 | 69 | 17 | 202 |
| | | LOSSES | 76 | 85 | 34 | 82 | 45 | 33 | 17 | 372 |
| CENTER JR. HIGH | 178 | ENTRANTS | 3 | 12 | 2 | 1 | 3 | 2 | 2 | 25 |
| | | LOSSES | 14 | 22 | 5 | 20 | 10 | 22 | 20 | 113 |
| SP. PLCMNT. CENT. | 11 | ENTRANTS | 0 | 0 | 0 | 2 | 6 | 13 | 2 | 23 |
| | | LOSSES | 1 | 0 | 0 | 2 | 1 | 3 | 0 | 7 |
| WORLD OF WORK | 5 | ENTRANTS | 6 | 7 | 1 | 5 | 4 | 2 | 0 | 25 |
| | | LOSSES | 4 | 1 | 5 | 7 | 6 | 0 | 1 | 24 |
| YOUNG MOTHERS | 63 | ENTRANTS | 0 | 11 | 2 | 50 | 0 | 53 | 8 | 124 |
| | | LOSSES | 3 | 8 | 1 | 18 | 4 | 21 | 0 | 55 |
| SEC. H/H TUTORING | 86 | ENTRANTS | 5 | 18 | 7 | 25 | 29 | 103 | 126 | 313 |
| | | LOSSES | 18 | 28 | 24 | 21 | 28 | 27 | 28 | 174 |
| EL. H/H TUTORING | 17 | ENTRANTS | 0 | 0 | 1 | 0 | 1 | 2 | 2 | 6 |
| | | LOSSES | 0 | 0 | 0 | 1 | 0 | 1 | 3 | 5 |
| TOTAL ALL PROGRAMS | 722 | ENTRANTS | 18 | 79 | 30 | 122 | 68 | 244 | 157 | 718 |
| | | LOSSES | 116 | 144 | 69 | 151 | 94 | 107 | 69 | 750 |

Note: Despite serious data integrity problems (described in connection with Table 86-F-1 and Figures 86-H-2 and 3), the Project Manager judged that the general purposes of this table could be adequately met despite partially faulty data.